Appendix H - SCHOOL COVER SHEET - Transformation Model

School Name: **Chattanooga Girls Leadership Academy** **Address:** **1802 Bailey Avenue** **Chattanooga, TN 37404**	**District Point of Contact (POC)** **Name & Position:** Preston Gonter Director of Federal Programs **Phone#:** (423) 209-8471 **Email Address:** gonter_preston@hcde.org
School Number: 8001	**Title I Status:** **X** **School wide Program** _____ **Targeted Assistance Program** _____ **Title I Eligible School**
Year the school entered Priority status: **2012**	
Principal's Name SY 2012-13: **(Indicate TBD if unknown at this time.)** **Dr. Elaine Swafford** **Phone #: (423) 702-7230** **Email Address:** **elaineswafford@cglaonline.com**	**Waiver Request(s):** _____ **Requested for this School** **X** **Not Requested for this School**

Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: $935,436 *** Each year--not to exceed $2 million**	
Pre-Implementation Activities Year 1	$46,461
Year 1: SY 2013-14 excluding pre-implementation	$265,351
Year 2: SY 2014-15	$311,812
Year 3: SY 2115-16	$311,812
Three Year Total Budget	$935,436

School Level Descriptive Information

1. School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.
Using the needs assessment, each LEA is required to select an intervention for each school.

Name: Chattanooga Girls Leadership Academy			Intervention Model: Transformation
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	**2010-11**	**2011-12**	The Chattanooga Girls Leadership Academy (CGLA) opened in July 2009 and enrolled an inaugural class of 75 at-risk 6th and 9th graders, adding two new grades each year as students have moved to the next grade. CGLA, an intentionally small learning community, has grown from the initial cohort of 75 6th and 9th graders to 120 6th-7th and 9th-10th graders in 2010-11, to 163 6th-11th graders in 2011-12. Currently serving 198 students in the 2012-13 school year, CGLA will celebrate its first graduating class in May 2013. CGLA's long-term enrollment goal is to serve 350 students in grades 6-12 by the 2015-16 school year. CGLA students represent the diversity of urban Chattanooga:
Total student enrollment	120	163	
Grade level enrollment	6th: 48 7th: 41 9th: 16 10th: 15	6th: 36 7th: 48 8th: 38 9th: 14 10th: 15 11th: 12	
Number of students in each subgroup (List applicable subgroups) African American: Hispanic: White: Economically Disadvantaged: Students with Disabilities:	99 (83%) 14 (12%) 7 (5%) 115 (96%) 16 (13%)	123 (75%) 34 (21%) 6 (4%) 157 (96%) 19 (12%)	• 72% African American, 24% Latina, and 4% Caucasian girls. • 98% of students are economically disadvantaged. • Nearly 100% of girls live in urban neighborhoods in which residents struggle with significant challenges to family and community well-being. Many CGLA students face a variety of risk factors and barriers to achieving success and graduating high school. **When CGLA first enrolled students in years one and two, Tennessee's charter school legislation mandated enrollment include only girls who were academically at-risk because they attended an underperforming school, scored below proficient on standardized tests, or were low-income. Nearly 100% of CGLA students meet all three requirements, and although no longer mandated, these three factors remain the priority for CGLA enrollment.**
Mobility (%) - Entrants, Withdrawals Withdrawals:	23.9%	18.1%	The majority of students face academic struggles that put them at risk of poor academic achievement.
Attendance %	87.9%	97.6%	
Suspensions (#)	3	3	• During the 2011-12 school year, just 5% of entering sixth graders scored proficient or advanced in math and 19% scored proficient or advanced in reading on the 2012 TCAP.
Expulsions (#)	0	0	• Over the last three years, 89% of entering sixth graders at CGLA scored basic or below basic in mathematics and reading.
AP, IB, and Dual Enrollment (#)	N/A	N/A	• In 2011-12, less than 7% of CGLA high school students scored proficient or advanced in Algebra I and less than 27% of students scored proficient or advanced in English II.
Graduation Rate	N/A	N/A	• A majority of our students are zoned for high schools that have dismal graduation rates, averaging less than 70 percent (with one school with a 53% graduation rate). As a new public charter school, the first approved for Hamilton County, CGLA has also experienced

challenges typical for start-up schools: creating a unified school culture among students from diverse neighborhoods, recruiting leaders and instructors for an innovative school serving at-risk girls, and retaining students in an academically rigorous, non-traditional school. Consistent with the experience of many new charter schools, the student mobility rate has been high, but it is showing improvement. Within CGLA's student-centered program, suspensions have remained low, and the attendance rate has shown significant improvement—at 97.6% in 2011-12.

SIG strategies aligned with need: Based upon CGLA's overall student profile and needs, CGLA will focus SIG funding on a comprehensive Professional Development Plan led by two Curriculum Coaches (Literacy and Math paid for via Title I), intensive academic support led by two Interventionists (Literacy and Math), an extended school day before and after school available to all students, and several additional extended learning opportunities (Saturday Academy, December Academy, and five-week Summer Academy providing academic remediation, enrichment, and credit recovery). CGLA will purchase equipment to support instruction and academic remediation in English/Language Arts and Mathematics classrooms (Promethean Boards and laptops).

2. Staff Profile Data		Provide a summary and conclusion of the analysis of each area.
Principal Dr. Elaine Swafford Length of time in position 0.75 years		The CGLA Governance Board began pre-implementation of the transformation model in July 2012 with the replacement of the entire leadership team. Dr. Elaine Swafford is the current Director at CGLA, and Mr. Maryo Beck serves as the Dean of Students. When Dr. Elaine Swafford assumed leadership of CGLA, she was the fourth Director CGLA had known in its 3 year existence. Despite the previous challenges in finding a visionary and highly effective school leader, Dr. Swafford's expertise and previous experience as an educational reformer uniquely qualify her to guide CGLA's *Transformation Model*. Dr. Swafford is a proven educational leader who has held numerous leadership positions over her 30 year career in education, including Vice President of Student Affairs at Chattanooga State, Area Superintendent for the Hamilton County Department of Education, and principal of The Howard School. Dr. Swafford has brought a new energy and focus to CGLA and has implemented numerous changes to improve instruction, increase student achievement, and engage parents and the community as key elements of comprehensive school improvement.
Teaching Staff Number of years experience in profession		Currently, CGLA has 25 teachers. Among instructional staff, 48% are within their first 3 years in the classroom, 28% are within their first 10 years of teacher, and the remaining 24% have 11 or more years of experience in the classroom. The inexperience of CGLA's instructional staff, poor performance on TVASS, and lack of a cohesive professional development model over the last three school years has played a significant role in the poor performance of CGLA's students and presents ongoing challenges to the implementation of rigorous curriculum. **SIG strategies aligned with need**: In order to address instructional needs and ensure CGLA's students are provided with high quality instruction, the CGLA Director is requiring that every teacher reapply for their position for the 2013-14 school year. Only teachers who have achieved a TVASS rating of Level 3 or above will be provided with an opportunity to be rehired (and preference will be given to teachers and new applicants with a Level 4 rating or above). CGLA's goal is to have all teachers at a Level 4 rating or above for the 2013-14 school year if our applicant pool will support such an ambitious goal. Professional development is central to our SIG program and school wide transformation model. With SIG funding, CGLA will implement a mandatory two-week Summer Professional Development Institute for all teachers and a comprehensive Professional Development Plan led by two Curriculum Coaches (Literacy and Math), intensive academic and classroom
1. 1 to 3	48%	
2. 4-10 years	28%	
3. 11-20 years	12%	
4. 21+ years	12%	
Teaching Staff Number and % of experience in the school		
1. 1 to 3	25	
2. 4-10 years	0	
3. 11-20 years	N/A	
4. 21+ years	N/A	

		support led by two Interventionists (Literacy & Math), and regular professional development opportunities to support CGLA's Professional Learning Community throughout the year (i.e. weekly shared planning and two half-days of training each month). Every CGLA teacher will be required to complete at least 120 hours of professional development annually.	

Teacher attendance rate	**2010-2011**	**2011-2012**	Teacher attendance rates have been lower than desired over the last two school years, but under the leadership of Dr. Swafford the attendance rate for the 2012-13 school year is currently at 96%. All teachers hired for the 2013-14 and future school years must commit to attaining a 95% attendance rate.
	90%	**93%**	

Teacher evaluation data by levels		**2011-2012**		As our TVASS data reveals, 75% of CGLA's teachers were at Level 3 or below during the 2011-12 school year and just 1 teacher received the top ranking of Level 5. CGLA's goal is to hire and retain only teachers who achieve a Level 4 or higher TVASS rating.
		Level 1	**1**	
		Level 2	**0**	
		Level 3	**8**	
		Level 4	**2**	
		Level 5	**1**	

3. Student Achievement Data	**2010-2011**	**2011-2012**	Provide a summary of existing status and current needs.
Reading/Language Arts (TCAP, Grades 6-8, Proficient or Advanced)			
"Every test taker" (ETT) category	13.3%	19.2%	Based on Power School data, CGLA middle school students face serious challenges to academic success due to widespread lack of proficiency in Reading/Language Arts. Among CGLA students in 2011-12, only 19.2% scored at or above proficient; though unacceptably low, this represents a significant increase from the mere 13.3% of students who scored at or above proficient in Reading/Language Arts in 2010-11.
Subgroups: African American: Hispanic: White: Economically Disadvantaged: Students with Disabilities: *(Only applicable subgroups listed; subgroups not applicable include: LEP, Asian, Pacific Islander)*	15.6% <5% - 12.8% <5%	18.1% 20.8% 50.0% 18.3% 50.0%	Between 2010-11 and 2011-12, CGLA middle school students achieved significant learning gains across all student subgroups. These gains show that CGLA has the capacity to increase student achievement, but an investment of SIG funding is needed to hasten the trajectory-change and ensure that all CGLA students are well-prepared for successful high school completion and challenging postsecondary programs.
Reading/Language Arts (English II, Grades 9-12, Proficient or Advanced)			
"Every test taker" (ETT) category	13.3%	26.7%	CGLA high school students also contend with serious achievement gaps in Reading/Language Arts courses with slightly more than a quarter (26.7%) of all students scoring at or above proficient. The percentage of high school students scoring at proficient or advanced doubled between 2010-11 and 2011-12; however the vast majority of high school students continue to struggle with

			below-proficient competencies in Reading/Language Arts. **At the middle and high school levels, poor performance in Reading/Language Arts is a bellwether, both predicting—***and contributing to***—academic deficiencies across the curriculum.**
Subgroups: African American: Hispanic: White: Economically Disadvantaged: Students with Disabilities: *(Only applicable subgroups listed; Subgroups not applicable include: LEP, Asian, Pacific Islander)*	13.3% - - 14.3% -	25.0% 20.0% 50.0% 28.5% 0.0%	High school students documented achievement gains across all subgroups between 2010-11 and 2011-12. Among the largest subgroups (African American and Economically Disadvantaged), the percentage of students scoring at or above proficient on Reading/Language Arts nearly doubled. Subgroups with smaller student populations (Hispanic/Latina and White), showed even more striking improvements (partially due to the small sample size which contributes to dramatic fluctuations).
School performance on value-added student achievement (Grades 6-8 Value Added) Reading 6th 7th 8th	 -6.1 6.3 -	 -3.1 .2 4.3	CGLA instructional staff faces challenges in supporting students in progressing to proficient and advanced academic performance in Reading/Language Arts. In 2010-11, incoming CGLA 6th Graders scored 6.1 below their predicted achievement level in Reading/Language Arts. In 2011-12, CGLA had begun to close this gap with only 3.1 of incoming 6th grade students scoring below predicted. Seventh grade students showed improvement, scoring 6.3 above their predicted score in 2010-11 and a more modest .2 above their predicted score in 2011-12. CGLA did not have an 8th grade class in 2010-11, but in 2011-12 CGLA 8th graders scored 4.3 above the achievement level predicted by TVAAS.
Mathematics (TCAP, Grades 6-8, Proficient or Advanced)			
"Every test taker" (ETT) category	7.8%	11.7%	CGLA Mathematics scores at the middle and high school level underscore the severe academic deficiencies that stymie student success. In 2010-11, less than 8% of middle school students scored at or above proficient in Mathematics. While that percentage had increased to 11.7% in 2011-12, these scores are unacceptably low and an intensive intervention—and an SIG investment—is needed to dramatically change the trajectory of mathematics achievement in order to prepare CGLA students for high school and postsecondary achievement.
Subgroups: African American: Hispanic: White: Economically Disadvantaged:	9.1% <5% - 8.1%	12.7% 8.4% 0.0% 11.3%	Across subgroups, CGLA middle school students experienced modest achievement gains. While these indicate a capacity for improvement, scores remain unacceptably low. CGLA exists to serve the most academically at-risk girls and to change their academic trajectory from underperforming to proficient and advanced, particularly in Science, Technology, Engineering and

Students with Disabilities: *(Only applicable subgroups listed; Subgroups not applicable include: LEP, Asian, Pacific Islander)*	10.0%	50.0%	Mathematics (STEM). Research shows that improving middle school math achievement is key to the kind of trajectory change CGLA seeks to foster.
Mathematics (Algebra I, Grades 9-12, Proficient or Advanced)			
"Every test taker" (ETT) category	7.7%	6.3%	The academic deficiencies with which CGLA students enrolled plus poor achievement among middle school students presage abysmal high school proficiency levels. In 2010-11, only 7.7% of high school students were at or above proficient; in 2011-12, high school scores actually decreased to a mere 6.3% at or above proficient.
Subgroups: African American: Hispanic: White: Economically Disadvantaged: Students with Disabilities: *(Only applicable subgroups listed; Subgroups not applicable include: LEP, Asian, Pacific Islander)*	- - - 8.3% -	7.7% 0.0% 0.0% 0.0% N/A	Subgroups of CGLA high school students reflect the school wide struggle with math achievement. Among African American girls—the highest achieving subgroup—7.7% are at or above proficient in 2011-12; alarmingly, all other subgroups had ZERO students who were at or above proficient. Poor mathematics achievement in high school creates a tragic stumbling-block for girls who want to pursue degrees and careers in science, technology, engineering, math, health professions, and many other professional pathways.
School performance on value-added student achievement (Grades 6-8 Value Added) **Math** 6th 7th 8th **Social Studies** 6th 7th 8th **Science** 6th 7th 8th	 -7.9 6 - -3.5 6.4 - -4.5 5.9 -	 -8.5 7.2 11 5.9 4.3 0.3 8.5 2.4 1.3	In Math, Social Studies, and Science classrooms, TVAAS scores document CGLA students' struggle with achievement and the need for improved teacher effectiveness. Sixth grade Math is a serious area of concern with students scoring 7.9 below the predicted achievement level in 2010-11 and worsening to 8.5 below predicted in 2011-12. These scores reflect, in part, the difficult learning curve that incoming 6th graders experience given the fact that the majority of attendees are underperforming or coming from underperforming schools. Seventh graders at CGLA show modest learning gains, scoring 6 above predicted and 7.2 above predicted in 2010-11 and 2011-12, respectively. Eighth graders continue to show momentum, scoring 11 higher than predicted in 2011-12, the first year that CGLA had an 8th grade class. *In Social Studies and Science, 6th graders in 2010-11 experienced learning gains below the predicted levels, but in 2011-12, this trend improved with students showing learning gains of varying degrees across all grade levels.*
ACT scores (if applicable)	N/A	N/A	In May 2013, CGLA will graduate its first cohort of girls, students who enrolled due to academic risk factors. This is the first year that students have earned

			ACT scores, and the average score for 2012-13 is 14 (with the highest ACT score earned by our high school students so far a 17). In 2012-13 CGLA is implementing a more intensive focus on ACT prep to help raise scores; our comprehensive SIG grant will provide instructional reform across the school which will lead to improved ACT performance.
Graduation rate (if applicable)	N/A	N/A	CGLA celebrates its first graduating class in 2012-13, thus no data is currently available. CGLA expects to at least meet the required state benchmark of 65% for its 4-year cohort graduation rate. CGLA expects at least a 90% graduation rate for the CGLA senior class.
	SIG strategies aligned with need: Based upon the significant achievement gaps and challenges faced by CGLA's students, CGLA will focus SIG funding on several strategies to provide academic support for students and to ensure they are provided with support to improve proficiency levels. These strategies include: **Extended day for 1 hour before school** (7:30-8:30 AM, Monday-Friday) available for all students offering academic remediation, credit recovery, and reading enrichment **Extended day for 1 hour after school** (3:30-4:30 PM, Monday-Friday) open to all students and providing academic remediation, credit recovery, and reading enrichment. All of CGLA's teachers are on contract to lead extended day activities to support students' individualized needs and CGLA buses will not run until 4:30, ensuring every student has access to and participates in extended learning opportunities. This hour will focus exclusively on the individual learning plans for each students and ensure they are kept on track to improve academically. **Saturday Academy** (8:00 AM to Noon, twice per month) held 4 hours/day to provide an additional opportunity for academic remediation, credit recovery, and reading enrichment. **December Academy** (8:00 AM to Noon, 8 days in December) held 4 hours/day to provide an additional opportunity for academic remediation, credit recovery, and reading enrichment. **Summer Academy** (8:00 AM to Noon, Monday-Thursday): A 5-week summer academy will be held June-July 2013 serving 175 students and offering academic remediation in core courses, credit recovery, and enrichment. The Summer Academy will serve all students who are interested in participating but will have a targeted bridge program for incoming 6th graders to address reading deficiencies and prepare students for the rigors of middle school (students will participate in at least 30 minutes of reading remediation each day of the Academy using the research-based Lexia Reading program). The Academy will also include a bridge program for incoming 9th graders focused on preparation for the rigors of high school (students will participate in credit recovery and academic remediation to prepare them for higher level math and science courses). Teachers will provide individual and group instruction and work one-on-one with students using the Lexia Reading program, online credit recovery via EdOptions and the virtual school, and ACT prep using Naviance. **Equipment:** CGLA will purchase equipment to support instruction and academic remediation activities for all extended learning options, which includes Promethean Boards and laptops for English/Language Arts and Mathematics classrooms. All of these student-focused activities will be bolstered by a comprehensive Professional Development Plan led by two Curriculum Coaches (Literacy and Math) and intensive academic support led by two Interventionists (Literacy and Math).		
4. School Culture and Climate	Provide a summary of existing status and current needs.		

TELL Survey Analysis
 	
School Safety
 	
Student Health Services
 	
Attendance Support
 	
Social and Community Support
 	
Parent Support
	CGLA faces challenges associated with school culture and climate but also has key assets that form a strong platform for school, student, and community success. CGLA's Executive Team implemented surveys with three key stakeholder groups in Fall 2012.
	
	School Safety: The majority of CGLA students reside in low-wealth neighborhoods that struggle with poverty, crime, health disparities, and family instability. CGLA serves a high concentration of students residing in foster care or with extended family, students from families that struggle to maintain food and housing, and students who have been the victims of or witnesses to criminal activity in their communities. However, CGLA strives to provide a safe, orderly learning environment for its students, and the majority of stakeholders view this as an asset:
	• 88.2% of parents and 100% of teachers/school staff AGREE that CGLA is a safe & orderly learning environment.
	• 88.8% of parents AGREE that school rules & regulations affecting students are reasonable and consistently enforced.
	• 95% of teachers AGREE that discipline policies are fair at CGLA.
	
	Student Health Services: CGLA does not have a school nurse on site but makes referrals and works with families to address student health needs on an as-needed basis.
	
	Attendance Support: CGLA students are expected to maintain high attendance levels in order to support academic growth. Attendance expectations our clearly defined to parents and students during orientation. The Dean of Students and Teacher Advisors monitor individual student attendance and schedule follow up meetings with parents as needed to address concerns. CGLA's attendance rate exceeded the state average last year at 97.6%
	
	Social & Community Support:
	• Social Support: CGLA seeks to offer a variety of social supports to supplement and enrich students' academic experience and career exploration opportunities. A key sampling of CGLA strategies for social support include a Beta Club, MathCounts Team, Mustang Leadership Partners (a hands-on STEM learning program integrating equestrian experiences), Lego Robotics team, athletic teams, career exploration activities, etc.
	• Community Support: A key asset for CGLA's vision—and indicator of its importance to the community—is broad base of community partners that support academic and outreach programs and are critical to the **CGLA Transformation Model**. Examples of community partnerships include:
	  ▪ **Southeast TN STEM Innovation Hub**: The Hamilton County Department of Education opened a STEM-focused high school in fall 2012 as part of a regional STEM Hub funded through Tennessee's federal Race to the Top grant. This STEM Hub will serve as a clearinghouse of best practices in STEM education, as well as provide linkages to dozens of STEM partners and resources. CGLA is a partner within the STEM Hub.
	  ▪ **University of Tennessee at Chattanooga (UTC):** UTC partners with CGLA across a number of initiatives. The College of Engineering & Computer Science provides tours, speakers and hands-on experiences in STEM labs. The School of Nursing's DREAMWork program provides nursing education opportunities for CGLA students during and after school. UTC's GEAR UP program offers Academic enrichment program providing afterschool and summer enrichment for a cohort of CGLA middle school students over seven years. UTC's Challenger STEM Learning Center hosts family nights for CGLA students and families. UTC Department of Biological & Environmental Sciences is sponsoring a community-based educational opportunity for CGLA students that integrates social studies and science through animal behavioral analysis at the Chattanooga Zoo and via distance learning connecting CGLA

students to international research in Chile.

- **Chattanooga State Community College**: Tours, speakers and hands-on experiences in STEM labs, as well as support from tutors and mentors who work during school and afterschool with CGLA students.
- **College Access Center**: CGLA began partnering with the College Access Center in Chattanooga (a program of the Public Education Foundation) during the 2012-13 school year. This Center provides enhanced support for ACT/SAT preparation and college planning workshops.
- **Academic Associations:** CGLA participates in the FIRST Lego League Robotics program each year through an afterschool club and state competition and has brought home three state trophies in three years. CGLA also participates in activities of the Chattanooga chapter of Math Counts and hosts an afterschool club to support math enrichment and prepare for the local and state competition. CGLA girls won third place in the 2012 local competition.
- **Non-Profit & Corporate Partners in Education:** The Tennessee Aquarium offers tours and hands-on STEM experiences focused on conservation and the environment. Creative Discovery Museum staff work with CGLA eleventh grade students to prepare lesson plans taught to third grade students at a local inner-city elementary school. The Girl Scouts of the Southern Appalachians host an afterschool program providing leadership development and mentorship support. The Cleveland Clinic partners with CGLA to provide educational webinars for classes and offers speakers. The SunTrust Youth Bank at CGLA—the first in Hamilton County—provides career experience and financial literacy education. Mustang Leadership Partners is an innovative Saturday program providing equestrian training and hands-on STEM experiences for small groups of CGLA students. In 2012, CGLA received the only AT&T Aspire grant awarded in Tennessee, a $100,000 award to support college preparation activities for high school students and help CGLA achieve its graduation rate goals.

Parent Support: CGLA seeks to partner with parents to support achievement among students, and the school offers numerous pathways for parents to engage with the school. Parents are required to attend an annual parent orientation held at the beginning of each school year, which outlines volunteer responsibilities (16 hours required for each parents); 2 student led conferences during the school year; and an end-of-year parent meeting. Parents are also invited to monthly workshops covering literacy and college preparation topics, such as completing college applications and FAFSA, and Literacy and Math Nights. A parent representative also serves on the CGLA Governance Board. Parent engagement and positive regard is one of CGLA's key assets, and an important element in our strong potential for transformational school change, detailed in the results of the Fall 2012 Parent Survey below.

CGLA																			
Parent Survey 2012-13																			
136 Participants																			
The following statements describe a wide variety of condition related to the operation																			
of our school. Please circle your response:																			

D-Disagree N-Neither A- Agree	D	N	A
1. Parents generally feel welcome when they visit the school.	6.60%	2.20%	90.40%
2. The school provides sufficient opportunities for parental /community involvement.	2.90%	11.00%	83.00%
3. Parents are informed of the school's policies.	3.70%	7.40%	88.80%
4. Our school activitely promotes parent/school communition.	3.70%	2.20%	86.80%
5. Reports concerning my child's progress (report cards, progress reports, etc.) are adequate.	6.60%	5.10%	88.20%
6. Our school is doing a good job in preparing students to enter college or the work force.	5.10%	13.20%	80.90%
7. Students are given a sufficient amount of homework to help them succeed in their studies.	3.70%	7.40%	86.80%
8. The educational program offered to students at our school is of high quality.	5.10%	14.70%	80.10%
9. Teachers hold high expectations for student learning.	2.20%	5.10%	91.90%
10. School rules and regualtions affecting students are reasonable and are enforced consistently.	4.40%	11.00%	88.80%
11. The school grading policies and practices are administered fairly.	5.10%	8.80%	82.40%
12. Students show respect for each other in our school.	8.80%	26.50%	64.70%
13. Our school provides students and teachers with a safe and orderly environment for learning.	1.50%	8.80%	88.20%
14. Our school's facilities (workplace, furninishngs, etc.) are adequate to support the instructional program.	2.20%	10.30%	86.00%
15. The variety of student activities is available at my child's school.	11.00%	15.40%	73.50%

| **5. Rigorous Curriculum-** Alignment of curriculum with state standards across grade levels | CGLA's school design is focused on addressing the academic needs of our community's most at-risk girls and providing an innovative academic program and pathway into STEM careers. STEM was selected as a focus of the school design because of the underrepresentation of women and minorities in these fields. Solving the serious gaps in the STEM pipeline—and the academic disparities for at-risk students—is critical for girls, families, our community, and our nation.

Teachers align instruction with the State Standards and the HCDE and CGLA curriculum and pacing guides. Teachers provide research based instructional strategies daily. Cognitive Tutor is used as a Math Intervention Program; Lexia Reading will be used to supplement Reading/Language Arts beginning in Spring 2013 to address significant reading deficiencies for our students. EdOptions is used for credit recovery in core courses. CGLA uses Measures of Academic Progress (MAP) assessments 3-4 times per year to continuously track student progress and meet individual needs. All core content teachers are consistently implementing technology into the classroom using Promethean Boards, Document Cameras, and laptops (MacBook Pros). CGLA's goal is to attain a 1:1 student to laptop ratio so all instructors can utilize technology in instruction.

CGLA also uses a 25 minute reading block each day, which is facilitated by our English Department Head. CGLA has instituted a Literacy Across the Curriculum model for the 2012-13 school year, which covers all subject areas and requires a monthly Writing Prompt to provide ongoing assessment of students' writing and literacy levels.

CGLA provides additional interventions for students experiencing difficulties during advisory periods, targeted support during the school day (students are pulled out of class and work in a learning lab), and afterschool tutoring. CGLA also provides for common planning time for all grade level teams, which meet at least once each week to discuss student progress and meet with parents as needed. Data is reviewed weekly to assess where every student is in meeting proficiency levels, using classroom assessments; Cognitive Tutor, Lexia, and MAP assessments; and teacher feedback. This data is analyzed |
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	immediately to allow for re-teaching opportunities of state standards. CGLA also uses the TEAM teacher evaluation system to continuously assess teachers and conducts at least 6 observations each year (at least 8 for new teachers). Through administrative classroom observations and a review of assessment data we have noted a major challenge: there is a deficit area in execution of instructional practices that meet the needs of various learners, and adequate planning of rigorous lessons, including classroom activities aligning with the stated or written objective. More training is needed in differentiating instruction, cooperative learning, technology integration and the use of hands on activities. More emphasis needs to be placed on small-group instruction, researched-based teaching strategies, re-teaching strategies and inclusion models. CGLA is lacking in instructional technology for some classrooms, which hinders use by students in the classrooms.
Curriculum Intervention Programs	CGLA's curriculum intervention programs include: Cognitive Tutor for math remediation and intervention; Lexia Reading for Reading and English/Language Arts remediation and intervention; and EdOptions for credit recovery and some remediation across multiple content areas. Measures of Academic Progress assessments are also completed quarterly to assess proficiency levels. Students who are not mastering weekly objectives will be referred to a focus study class. During this time students will receive individual assistance based on their need. During focus study time, students will also receive additional work on prerequisite skills previously taught. Teachers in all subject areas (with two teachers in Language Arts and Math) provide additional support for students after school. Students are able to receive individualized help from the teacher as well as student helpers on class work, projects and homework. Below are summaries of the key intervention programs we use: **Cognitive Tutor**: Cognitive Tutor Software adapts to each individual student by identifying weaknesses in each student's mastery of mathematical concepts and customizing prompts to focus on areas where the student is struggling. The problems and scenarios appeal to students of all abilities and learning styles, make use of informal student knowledge, and challenge students to think abstractly. The program is interactive, providing step-by-step instruction, immediate feedback, a "skillometer" that indicates progress and proficiency, and one-on-one online tutoring for at-risk students. Also, administrators have the ability to build a custom curriculum to meet the special needs of their particular schools, and teachers can edit sequences for use in their classrooms. The result of this adaptive and moldable software is a powerful learning tool with the most precise method of differentiating instruction available. **Lexia Reading:** The Lexia Reading program provides explicit, systematic, personalized learning in the five areas of reading instruction: phonological awareness, phonics, vocabulary, fluency, and comprehension. Aligned to the Common Core State Standards, this scalable, research-proven, technology-based system accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans for each student. The personalized learning is both student-driven and teacher-directed, and is designed to help advanced, on-level, and at-risk students to meet their end-of-year, grade-level benchmarks. Once students are placed at the proper level, the software provides structured lessons that address each student's skill-gaps and maps each student's progress. While students are working independently in the program, Lexia's embedded assessment system provides educators with actionable, norm-referenced performance data without interrupting the flow of instruction to administer a test. In a national study of all students using Lexia Reading, two-thirds of high-risk students using the program as directed were able to close the achievement gap within one year. **EdOptions** supports students and educators inside and outside the traditional classroom by providing the highest quality web-based educational technology products to promote student achievement. This award-winning education technology specializes in providing online courses for students in need of credit recovery, acceleration, and alternative learning options. The adaptive and rigorous curriculum features assessments (foundational skills assessment, individualized skills-based

	assessment, etc.), engaging lessons, activities, and exams that are based on Bloom's Taxonomy, ensuring that students utilize all levels of critical thinking. Such courses, regularly updated to meet state and national standards, challenge students while giving them the flexibility they need to learn at their own pace, take ownership of their education, and develop into successful 21st century learners. **Measures of Academic Progress**: Created by educators, Measures of Academic Progress (MAP) computerized adaptive assessments provide detailed, actionable data about where each child is on their unique learning path. The assessments are designed to interest and engage students – to capture details about what they know and what they're reading to learn. This personalized approach is accomplished through dynamic adaptive assessments: as a student takes the test, MAP provides more challenging or simpler questions, depending on the student's performance, thus narrowing in on the student's individual learning level. MAP is a complete set of assessments (reading, mathematics, language, and science) aligned to national state curricula and standards.
Enrichment Programs	CGLA provides additional interventions for students experiencing difficulties during advisory periods, targeted support during the school day (students are pulled out of class and work in a learning lab), and afterschool tutoring. We offer extended learning, which includes some Saturday programming and summer enrichment opportunities, TCAP workshops, and ACT Prep workshops. Students who are not mastering weekly objectives will be referred to a focus study class. During this time students will receive individual assistance based on their need. During focus study time, student will also receive additional work on prerequisite skills previously taught. Teachers in all subject areas (with two teachers in Language Arts and Math) provide additional support for students after school. Students are able to receive individualized help from the teacher as well as student helpers on class work, projects and homework. Transportation home will be provided for students. However, due to the high percentage of students not proficient in math and English/Language Arts, we have a need to expand enrichment opportunities, which is a core focus of our SIG grant.
Dual enrollment (if applicable)	Offering dual enrollment and advanced placement coursework is an important goal for CGLA. Close partnerships with UTC and Chattanooga State will support implementation, but we must first address the critical academic challenges that stymie student success.
Advanced Placement (if applicable)	
6. Instructional Program	
Planning and implementation of research based instructional strategies	Teachers align instruction with the State Standards and the HCDE and CGLA curriculum and pacing guides. Teachers provide research based instructional strategies daily. Cognitive Tutor is used as a Math Intervention Program; Lexia Reading will be used to supplement Reading/Language Arts beginning in Spring 2013 to address significant reading deficiencies for our students. EdOptions is used for credit recovery in core courses. CGLA uses Measures of Academic Progress (MAP) assessments 3-4 times per year to continuously track student progress and meet individual needs. All core content teachers are consistently implementing technology into the classroom using Promethean Boards, Document Cameras, and laptops (MacBook Pros). CGLA's goal is to attain a 1:1 student to laptop ratio so all instructors can utilize technology in instruction. CGLA also uses a 25 minute reading block each day, which is facilitated by our English Department Head. CGLA has instituted a Literacy Across the Curriculum model for the 2012-13 school year, which covers all subject areas and requires a monthly Writing Prompt to provide ongoing assessment of students' writing and literacy levels.

	CGLA provides additional interventions for students experiencing difficulties during advisory periods, targeted support during the school day (students are pulled out of class and work in a learning lab), and afterschool tutoring. CGLA also provides for common planning time for all grade level teams, which meet at least once each week to discuss student progress and meet with parents as needed. Data is reviewed weekly to assess where every student is in meeting proficiency levels, using classroom assessments; Cognitive Tutor, Lexia, and MAP assessments; and teacher feedback. his data is analyzed immediately to allow for re-teaching opportunities of state standards. CGLA also uses the TEAM teacher evaluation system to continuously assess teachers and conducts at least 6 observations each year (at least 8 for new teachers).
	Through administrative classroom observations and a review of assessment data we have noted a major challenge: there is a deficit area in execution of instructional practices that meet the needs of various learners, and adequate planning of rigorous lesson including classroom activities aligning with the stated or written objective. More training is needed in differentiating instruction, cooperative learning, technology integration and the use of hands on activities. More emphasis needs to be placed on small-group instruction, researched-based teaching strategies, re-teaching strategies and inclusion models. CGLA is lacking in instructional technology for some classrooms, which hinders the use by students in the classrooms.
Use of instructional technology	CGLA currently integrates technology into every class through the use of laptops, which are housed on transportable carts that can be checked out by teachers to support instruction. Each department has a dedicated cart, but teachers have reported an ongoing challenge in having these laptops available to support instruction, since CGLA's student body and instructional staff have continued to grow. CGLA also has as its goal to have a Promethean Board in every core content area classroom, and approximately 80% of classrooms are currently equipped with Promethean Boards. We also have a computer lab dedicated for math remediation and enrichment, which will also be used for reading remediation when we launch our Lexia Reading program in spring 2013. To address instructional technology deficiencies, CGLA is requesting SIG funds to purchase additional laptops and Promethean Boards.
Use of data analysis to inform and differentiate instruction	Our teachers implement data-driven, differentiated instruction to address individual learning needs of <u>all students</u>. We use multiple assessment measures to track students on a weekly basis to assess where every student is in meeting proficiency levels using: classroom assessments; Cognitive Tutor, Lexia, and MAP assessments; and teacher feedback. This data is analyzed immediately to allow for re-teaching opportunities of state standards. This provides our Director, Dean of Students, teachers, and guidance staff with ongoing, formative assessment of students' academic progress. All of our online assessment programs offer comprehensive, standards-based assessments to provide immediate feedback so teachers can adjust instructional focus. With the ability to disaggregate test data by gender, ethnicity, socioeconomic status, and other categories, teachers and staff can carefully track and narrow the achievement gaps currently plaguing low-income and minority students in our school. All courses will be on a <u>curriculum pacing guide</u> to help teachers assess student progress. Unit tests and EOC exams will provide regular opportunities for teachers to assess student deficiencies. In addition, each CGLA teacher uses nine-week benchmark tests for core courses (aligned with state curriculum standards and course pacing guides) as another measure of student performance. Cognitive Tutor, Lexia Reading, and EdOptions will allow teachers to provide supplemental instruction and credit recovery to students with academic deficiencies.
	Students are monitored through weekly advisories and CGLA's Student Support Team, which meets weekly to identify and monitor girls who are at-risk due to academic performance, attendance or behavior issues, or other issues affecting their academic progress. The team reviews standardized test scores, Measures of Academic Progress assessments (tied to state standards), course grades, credit deficiencies, and attendance/behavior reports. Team members include the CGLA Director,

	Dean of Students, College Counselor, and Teacher Advisors. The team develops Student Assistance Plans to identify necessary supports and interventions and monitors plans weekly to track students' progress.
Number of minutes scheduled for core academic subjects	CGLA will implement an 85 minute block schedule for the 2013-14 school year (340 minutes each day scheduled for core academic subjects or a total of 1,700 minutes each week). This block schedule will allow time for 30 minute "focus study" periods each day for focused academic support to address student deficiencies. This new schedule will be implemented in order to provide more intensive work in each core class and to accommodate the daily "focus study" periods (also known as "skinnies"). During focus study periods, students will receive individual assistance based on their need, and students will also receive additional work on prerequisite skills previously taught. Teachers in all subject areas will provide additional support for students during the Academic Enrichment and Expanded Learning periods from 7:30-8:30 AM and 3:30-4:30 PM each school day (Monday-Friday) (120 minutes of additional academic instruction and enrichment open to every student each day – or a total of 600 minutes each week). Students will receive individualized help from teachers and tutors on class work, projects and homework. CGLA's afternoon buses will run at 4:30 PM Monday through Friday at the conclusion of this extended day. An overview of the planned bell schedule for the 2013-14 school year is outlined in the table below. _(see table below)_

Activity / Block	Time
Academic Enrichment and Expanded Learning Time (Individual and group tutoring and homework help open to all students in all subjects through morning Advisory classes; breakfast available to students; morning message and welcome as needed each week to share important school information and messages)	7:30-8:30
Academic Block 1 (Includes 30 minute focus study periods every Monday and Friday)	8:30-9:55
Academic Block 2 (Includes 30 minute focus study period every Tuesday)	10:00-11:25
Lunch and Advisory Period (Each student will attend a 30 minute Advisory every day and a 25 minute lunch period (with 5 min. period change in between); there will be two lunch periods and two advisory periods flip-flopped to accommodate students)	11:30-12:30
Academic Block 3 (Includes a 30 minute focus study period every Wednesday)	12:35-2:00
Academic Block 4 (Includes a 30 minute focus study period every Thursday)	2:05-3:30
Academic Enrichment and Expanded Learning Time (Individual and group tutoring and homework help open to all students in all subjects)	3:30-4:30
Dismissal for Bus Transportation (Afternoon bus transportation provided for all students)	4:30

7. Assessments	
Use of formative, interim, and summative assessments to measure student progress	Our teachers implement data-driven, differentiated instruction to address individual learning needs of <u>all students</u>. We use multiple assessment measures to track students on a weekly basis to assess where every student is in meeting proficiency levels using: classroom assessments; Cognitive Tutor, Lexia, and MAP assessments; and teacher feedback. This data is analyzed immediately to allow for re-teaching opportunities of state standards. This provides our Director, Dean of Students,

| | teachers, and guidance staff with ongoing, formative assessment of students' academic progress. All of our online assessment programs offer comprehensive, standards-based assessments to provide immediate feedback so teachers can adjust instructional focus. With the ability to disaggregate test data by gender, ethnicity, socioeconomic status, and other categories, teachers and staff can carefully track and narrow the achievement gaps currently plaguing low-income and minority students in our school. All courses will be on a <u>curriculum pacing guide</u> to help teachers assess student progress. Unit tests and EOC exams will provide regular opportunities for teachers to assess student deficiencies. In addition, each CGLA teacher uses nine-week benchmark tests for core courses (aligned with state curriculum standards and course pacing guides) as another measure of student performance. Cognitive Tutor, Lexia Reading, and EdOptions will allow teachers to provide supplemental instruction and credit recovery to students with academic deficiencies.

Students are monitored through weekly advisories and CGLA's Student Support Team, which meets weekly to identify and monitor girls who are at-risk due to academic performance, attendance or behavior issues, or other issues affecting their academic progress. The team reviews standardized test scores, Measures of Academic Progress assessments (tied to state standards), course grades, credit deficiencies, and attendance/behavior reports. Team members include the CGLA Director, Dean of Students, College Counselor, and Teacher Advisors. The team develops Student Assistance Plans to identify necessary supports and interventions and monitors plans weekly to track students' progress. |
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| Timeline for reporting student progress to parents | CGLA provides parents with student progress reports at the mid-point of each grading period. Parents are informed of their child's progress so that adjustments can be made before the end of the nine weeks; the progress reports also offer parents the opportunity to meet with teams of teachers to discuss their child's progress. In addition, there are two required student led conference days each year which provides an opportunity for our students to analyze and assess their own academic needs and discuss their strengths and weaknesses with their parent or guardian. Parents are often notified of Parent Informational Session, testing dates, tutoring reminders and sporting events through newsletters and the PowerSchool system. |
| **8. Parent and Community Support** | Provide a summary of existing status and current needs. |
| Social, health, and community services to students and families

Parent support to students and school | CGLA seeks to partner with parents to support achievement among students, and the school offers numerous pathways for parents to engage with the school. Parents are required to attend an annual parent orientation held at the beginning of each school year, which outlines volunteer responsibilities (16 hours required for each parents); 2 student led conferences during the school year; and an end-of-year parent meeting. Parents are also invited to monthly workshops covering literacy and college preparation topics, such as completing college applications and FAFSA, and Literacy and Math Nights. A parent representative also serves on the CGLA Governance Board. Parent engagement and positive regard is one of CGLA's key assets, and an important element in our strong potential for transformational school change. In addition, our Family Partnership Specialist, Dean of Students, and College Counselor work to link parents with any additional resources they need to support their child's success, including social support services and health resources. |

2. School Improvement Plan

2012-13 Tennessee School Improvement Planning Template: CGLA

School Name:	Chattanooga Girls Leadership Academy	
Accountability status:	Reward, Focus, or Priority if applicable. Priority	
Analysis of last year's final results: Title I Component 1-114(b)(1)(A) A Comprehensive Needs Assessment Title I Component *8 – 1114(b)(1)(h) – Teachers Included in Assessment Decisions	**Areas of Greatest Progress:**	**Areas of Greatest Challenge:**
	CGLA's area of greatest progress for school year 2012 – 2013 were in Reading/Language Arts in Middle School and English II in High School . RLA 6th grade: 4.8% gain RLA 7th grade: 4.8% gain RLA Overall: 5.9% gain RLA Economically Disadvantaged: 5.5% gain English II: 13.4% gain Math 7th grade: 9.8% gain Math Overall: 3.9% gain Math Economically Disadvantaged: 3.2% gain Science Overall: 10.6% gain	Math 6th grade: 4.8% loss Algebra I: 1.4% loss Economically Disadvantage Vs. Non-ED: 8.7% achievement gap in 6-8 math Economically Disadvantage Vs. Non-ED: 21.7% achievement gap in 6-8 Reading
	Underlying Reasons for Progress:	**Underlying Reasons for Challenge:**
Title I Component 10 Coordination of Federal, State and Local Services and Programs	The gains in the Reading/Language Arts and Math can be attributed to additional support provided by the UTC's GEAR UP program, which provided college students as in class tutors. Afterschool tutoring provided by teachers and staff. Students were given a diagnostic assessment in order to pinpoint their deficiencies. A 3-month long "writing academy" on Saturdays also provided additional academic support.	Challenges at CGLA include lack of teaching experience due to approximately 75% of the teachers having less than five years of teaching experience and ongoing quality professional development. This lack of experience is compounded with the lack of understanding of standards. In the three years CGLA has been open, the school has had three different Directors and Principal. This lack of consistent administration brought a lack of stability to the school. Further an inconsistent discipline plan contributed to academic disruptions.
Goals for 2012-13 school year:	*Note: no need to fill in this box, but please reference your AMO targets (available when you log in at http://www.tn.gov/education/mleaops.shtml under "Accountability Data") for Achievement and Gap Closure in completing the rest of this document.*	
Plan for this school	**Key strategies to achieve goals:**	

year: Title I – Component2 – 1114(b)(1)(8) Effective Schoolwide Reform Strategies Identified	1. **Strategy: Address the needs of struggling students in reading/LA Math via focused study classes/ after school tutoring. Students will also receive assistance as needed in other core academic subjects as well; however major emphasis will be placed on improving literacy and numeracy scores of all students.** **Implementation Plan:** Students who are not mastering weekly objectives will be referred to a focus study class. During this time students will receive individual assistance based on their need. During focus study time, student will also receive additional work on prerequisite skills previously taught. Teachers in all subject areas (with two teachers in Language Arts and Math) provide additional support for students after school. Students are able to receive individualized help from the teacher as well as student helpers on class work, projects and homework. Transportation home will be provided for students. **Desired outcomes:** Students will master grade level objectives. Increase the overall 6-8 math proficiency rate from 11.7% to 20%. Increase 6-8 reading proficiency rates from 19.2% to 25%. Students will perform better in their classes. Increase class work and homework completion rates. Close the achievement gap between economically disadvantaged and non-economically disadvantage students in math by 1% and in reading by 2%. Increase the Algebra proficiency rate from 6.3% to 14% Increase the English proficiency rate from 26.7% to 34%
Title I – Component 9 – 1114(b)(1)(1) – Effective, Timely Assistance for Students	**Projected costs and funding sources:** 25,000/Grant, Title I funding, Career Ladder contracts and Extended Contracts **Describe how this specific strategy will help you achieve your goals for the 2012-13 school year and address areas of challenge from the past year:** The focus study class will allow for teachers to identify and provide timely assistance to students with difficulties. The class will provide a way to address all student needs. The struggling learners are provided with immediate assistance while others are given opportunity to continue in the learning process.
Title I Component 3 – 1114(b)(1) C Highly Qualified Teachers and Paraprofessionals	By providing the tutoring time after school, we will be able close the achievement gap in Reading and Math. The tutoring time will allow teachers to fill the holes in students' learning thereby increasing their knowledge capacity, which in turn will increase CGLA's proficiency rate. Hiring Highly Qualified teachers in all areas will instruct all students. This includes focus study and tutoring.
Title I- Component 4 – 1114(b)(1)(D) Professional Development for Staff Title I - Component 3 – 1114(b)(1)(C) – Instruction by highly qualified teachers	2. **Strategy: Offer researched based professional development in Understanding by Design, Differentiated Instruction, Reading strategies across content areas and analyzing data.** **Implementation Plan:** Teachers will use the backward design model in planning their lessons. Teachers will turn in weekly lesson plans and receive feedback from administration as needed. Teachers will develop their nine week exam at the beginning of each nine week grading period. Local literacy leader has provided teachers a half-day training on incorporating reading strategies in their classes. All content areas are required to include a reading strategy in their lesson weekly. Local literacy leader has completed a follow up visit to observe how classes were incorporating literacy strategies. She has provided great feedback and ways to improve teaching strategies. A state trainer on differentiated instruction will provide a full day work session of interactive lessons and strategies to meet the needs of all students within a classroom. In addition, teachers and administration will review data during in-service days and at monthly checkpoints. Teachers will use the information to analyze their students' needs. Based on the students' needs, students will be assigned to focus study classes to receive additional support by highly quailed

Title I Component 5 – 1114(b)(1)(E) Strategies to attract high quality highly qualified teachers Title I Component 6 Parental Involvement	teachers. **Desired outcomes:** By providing researched based professional development, we plan to attract and retain teachers who are already trained in differentiated instruction and reading across the content area. We hope to continue enhancing their instructional practice and increase instructional rigor. Teachers will become more aware of student performance levels and adjust their instructional practices accordingly. Teachers will have an awareness of student achievement levels through an in-depth analysis of all available data sources. Students will be become more aware of their achievement levels and areas for growth. The school will offer incentives to attract and retain teachers at CGLA**.** Projected costs and funding sources: $4,500/General operating budget. 3. **Strategy: Parental and Community Engagement/ Strategies that impact student success and graduation rate** **Implementation Plan:** The school will schedule a variety of activities monthly to provide parents, students and community leaders opportunities to interact with each as well as to view student academic progress. The engagement strategy will also keep parents informed of student attendance, participation, discipline and criteria that affect graduation rates. Desired outcomes: We aim to increase awareness in programs, activities and offerings CGLA provide for the students and community as a whole. Students, parents and community leaders will become more informed about the ways they can help with making CGLA a school that inspires leadership in young ladies and prepare them for life beyond high school that may include college, work, or military service. **Projected costs and funding sources:** $1,000/ General operating Budget

Title I Component 7 Planning for assisting children in the transition from feeder schools to the receiving school.	**Describe how this specific strategy will help you achieve your goals for the 2012-13 school year and address areas of challenge from the past year:** During student led conferences, parents will sit with their child while the students present student works samples and explain their strengths and weaknesses. Parents, students and community leaders will attend Literacy Night and Choir Concerts. During these events, parents and community leaders will get a first hand account of academic expectations. During the informational sessions, parents, students and community leaders will be given explanations on school status, school expectations and school goals for the current year. Through continuous parental and community engagement, student will develop confidence along with support in their efforts to succeed and graduate on time. 4. **Strategy: Parent and student orientation sessions** **Implementation Plan:** The school will provide school tours as needed during the school year for prospective parents and students. Incoming 6th graders will attend summer orientation sessions. **Desired Outcome:** Parents, students and teachers will become familiar with each other before the school year begins. Students will be able to adjust to their new surroundings by attending the summer sessions. Teacher will be able to assess students prior to the start of school. **Projected cost and funding sources:** $14,520/ School Improvement Grant **Describe how this specific strategy will help you achieve your goals for the 2012-13 school year and address areas of challenge from the past year:** The orientation sessions will give us a head start in addressing the needs of our students and parents. It will make for a smooth transition into middle school for our 6th graders.

Key benchmarks for progress on strategies:	**Benchmark:**	**Timeline:**
	All teachers will assign student to focus study classes. Teachers will provide focus study teachers with necessary information and material.	Daily: Middle school focus study class is scheduled 1st and 2nd period each day. High school focus varies depending on grade level.
	All subject areas provide an after school tutor for students. The school will provide transportation.	Tutoring will be provided at least three times and week. Monday, Tuesday and Thursday. Saturday Academy will be provided at least

		three times a month starting October 20.
	Monthly Data review	Initial data review during In-service days. Monthly posting of data and review throughout the school year.
	Understanding by Design – WHERETO	Weekly lesson plans
	Parent and student orientation meetings	Spring/Summer 2013
	Student Led Conferences	October and March

Transformation Model

School Name: Chattanooga Girls Leadership Academy

Rationale for selection of intervention model: Explain how the LEA will use the turnaround intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.

After close consideration, collaborative sessions with all stakeholders, and identification of the needs of CGLA, CGLA decided that improvement would be best pursued through the **transformation model.** The components of the transformation model provide a very systematic approach that will focus SIG interventions on addressing the needs of CGLA. The transformation model places an emphasis on:

- Ensuring school leader effectiveness including possible principal replacement
- Strengthening instructional and support strategies by utilizing systematic, data driven, research based methods that build capacity
- Strategically using time and support to improve learning and increase on-going mechanisms for community and family engagement using a community oriented approach to school transformation
- Providing sufficient operating flexibility and continuous technical support to help schools implement reform

In selecting this model, Hamilton County/CGLA is putting data use and intensive professional development at the center of the school's effort to transform teaching and learning. Creating a data-driven culture where instructional decisions are always informed by the needs of students is essential for continuous school improvement. Additionally, the targeted professional development offered to teachers and administrators, along with the availability of extra time to collaborate with peers in regard to planning, assessment and data analysis, will allow the school to build the capacity of school-based staff to the point where they become self-sustaining professional learning communities that significantly improve student achievement

If the LEA has begun in whole or in part a turnaround intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the turnaround requirements. Cite evidence of the impact of the model on the school to date.

The CGLA Governance Board began pre-implementation of the transformation model in July 2012 with the replacement of the entire leadership team. Dr. Elaine Swafford is the current Director at CGLA and Mr. Maryo Beck serves as the Dean of Students. Dr. Swafford conducted several surveys during this pre-implementation and planning process to collect feedback from key stakeholders, including: a School Culture Triage Survey, Professional Learning Community Survey, and School Climate Survey. Teachers, parents, and students also participated in a school survey to assess various measures of the culture and environment. All of this stakeholder input has been critical to the design of CGLA's SIG grant. In the first six months of the current school year, there is already a noticeable difference in the academic and professional culture of CGLA: teachers have improved instructional planning and collaborations; a renewed focus on ongoing data analysis has been instituted with the addition of a Data Room that puts

data front and center for teaching and learning in the building; and students are showing strong gains in academic proficiency on MAP and other assessments. However, despite these early successes, funding to support a comprehensive professional development program and intensive academic support for students is essential to raise achievement levels for our at-risk students. CGLA's goal is to be off the priority list within two years of SIG implementation and to become a model public charter school that demonstrates every child can learn and achieve at high levels despite the challenges of poverty and low educational attainment among parents.

Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup.

CGLA's over-arching goals for Reading/Language Arts for all students and each subgroup, by year, are outline below. Proficient and Advanced targets are also included for all students and each subgroup at the end of this section to document the specific gains CGLA projects for all groups during the current school year and each year of the SIG grant funding period. Annual growth gains have been projected above current Annual Measurable Objective (AMO) targets and will result in at least a 3-year gain of 24% in proficient and advanced status for all students and each subgroup during the SIG funding period.

SY 2013:
- Increase the percentage of all students who score proficient or advanced on the Tennessee reading/language arts assessment (TCAP for grades 6-8 and English I, II and III EOC for grades 9-12) by at least 8% in the 2013-14 school year or until percentage meets or exceeds the state average.
- Increase the percentage of each subgroup (each race/ethnicity, economically disadvantaged, students with disabilities, and Limited English Proficient) who score proficient or advanced on the Tennessee reading/language arts assessment (TCAP for grades 6-8 and English I, II and III EOC for grades 9-12) by at least 8% in the 2013-14 school year or until percentage meets or exceeds the state average.

SY 2014:
- Increase the percentage of all students who score proficient or advanced on the Tennessee reading/language arts assessment (TCAP for grades 6-8 and English I, II and III EOC for grades 9-12) by at least 8% in the 2014-15 school year or until percentage meets or exceeds the state average.
- Increase the percentage of each subgroup (each race/ethnicity, economically disadvantaged, students with disabilities, and Limited English Proficient) who score proficient or advanced on the Tennessee reading/language arts assessment (TCAP for grades 6-8 and English I, II and III EOC for grades 9-12) by at least 8% in the 2014-15 school year or until percentage meets or exceeds the state average.

SY 2015:
- Increase the percentage of all students who score proficient or advanced on the Tennessee reading/language arts assessment

(TCAP for grades 6-8 and English I, II and III EOC for grades 9-12) by at least 8% in the 2015-16 school year or until percentage meets or exceeds the state average.

- Increase the percentage of <u>each subgroup</u> (each race/ethnicity, economically disadvantaged, students with disabilities, and Limited English Proficient) who score proficient or advanced on the Tennessee reading/language arts assessment (TCAP for grades 6-8 and English I, II and III EOC for grades 9-12) by at least 8% in the 2015-16 school year or until percentage meets or exceeds the state average.

The tables below provide annual projections for the percentage of <u>all students</u> and <u>each subgroup</u> who will score proficient or advanced in Reading/Language Arts and English End of Course Assessments. CGLA has included an 8% increase for the current school year to demonstrate the minimum expected baseline for the SIG grant funding period.

NOTE: CGLA did not have test takers for the English III exam in the 2011-12 school year and, therefore, has no baseline data to utilize for projected targets. As noted in the goals above, CGLA's goal is to increase at least 8% above the prior year test score baseline for each state standardized test measure. We will utilize 2012-13 test results for all tested areas to establish all SIG baselines for grant reporting and evaluation.

Reading/Language Arts % Proficient and Advanced Annual Targets: Grades 6-8					
	Prior SY 2011-12	**Current SY Target 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**
All Students	19.2	19.7	27.7	35.7	43.7
Grade 6	19.4	27.4	35.4	43.4	51.4
Grade 7	16.7	24.7	32.7	40.7	48.7
Grade 8	22.2	30.2	38.2	46.2	54.2
African American	18.1	26.1	34.1	42.1	50.1
Hispanic	20.8	28.8	36.8	44.8	52.8
White	-	-	-	-	-
Asian	-	-	-	-	-
Hawaiian/Pacific Islander	-	-	-	-	-
Native American	-	-	-	-	-
Hispanic, Black, or Native American	18.6	26.6	34.6	42.6	50.6
Economically	18.3	26.3	34.3	42.3	50.3

Disadvantaged					
Students with Disabilities	-	-	-	-	-
Limited English Proficient	-	-	-	-	-

(- Not applicable or not available)

English II % Proficient and Advanced Annual Targets: Grades 9-12					
	Prior SY 2011-12	**Current SY Target 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**
All Students	26.7	34.7	42.7	50.7	58.7
African American	25	33	41	49	57
Hispanic	20	28	36	44	52
White	-	-	-	-	-
Asian	-	-	-	-	-
Hawaiian/Pacific Islander	-	-	-	-	-
Native American	-	-	-	-	-
Hispanic, Black, or Native American	23.1	31.1	39.1	47.1	55.1
Economically Disadvantaged	28.5	36.5	44.5	52.5	60.5
Students with Disabilities	-	-	-	-	-
Limited English Proficient	-	-	-	-	-

(- Not applicable or not available)

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for "all students" group and for each subgroup for (to be updated annually upon renewal of the grant)

Milestone Goals
- There will be at least a 5% gain during each school quarter in the percentage of <u>all students</u> scoring at the proficient and advanced rating in English/Language Arts on the TCAP Practice Coach. (2012-13 TCAP scores will be used for the initial baseline).
- There will be at least a 5% gain during each school quarter in the percentage of <u>each subgroup</u> scoring at the proficient and advanced rating in English/Language Arts on the TCAP Practice Coach. (2012-13 TCAP scores will be used for the initial baseline).
- Students participating in the Lexia Reading Program will demonstrate at least a 10% increase in reading proficiency after completion of each 8-week session.

Measures and Strategies
- Student data is tracked on an ongoing basis by teachers, the Dean of Students, and Director to assess student progress in meeting state standards and benchmarks. Weekly data reviews are conducted by the Director and Dean of Students to track progress and to establish clear accountability for student academic success. A variety of formative and summative assessments inform this review: baseline TCAP, Lexia, and Cognitive Tutor assessments, weekly course exams aligned with Standard Performance Indicators (SPIs), 9-week benchmark tests tied to SPIs, Measures of Academic Progress (MAP) assessments conducted quarterly, course grades, TCAP Practice Coach monthly assessments, Lexia and Cognitive Tutor assessments, and EdOptions progress.
- Teachers are held accountable for knowing their students' data so they can target and differentiate instruction and make appropriate referrals for academic enrichment. Weekly Student Support Team meetings are conducted to review education plans for addressing students at-risk of not achieving proficiency in core subjects. The Literacy Coach and Math Coach will work with Interventionists on data tracking in collaboration with teachers.
- Quarterly benchmark reports will be created for every student to assess progress in meeting proficiency targets (standardized test scores, NWEA Measures of Academic Progress assessments (tied to state standards), course grades, 9-week benchmark tests tied to state objectives and standards, TCAP Practice Coach, credit deficiencies, Cognitive Tutor and Lexia assessments, and EdOptions work. Benchmarks will be set individually for every students and Student Assistance Plans will be created to track and monitor progress in meeting benchmarks. The Dean of Students, Literacy Coach, Math Coach and Interventionists will oversee this process.
- Students identified as not meeting their established quarterly benchmarks will be linked with additional support (one-on-one with an Interventionist, Lexia Reading program, Cognitive Tutor, EdOptions credit recovery, etc.).

Annual Goals for Mathematics on State assessments for "all students" group and for each subgroup.

CGLA's over-arching goals for Mathematics for all students and each subgroup, by year, is outline below. Proficient and Advanced targets are also included for all students and each subgroup at the end of this section to document the specific gains CGLA projects for all groups during the current school year and each year of the SIG grant funding period. Annual growth gains have been projected above current Annual Measurable Objective (AMO) targets and will result in a <u>3-year gain of 24%</u> in proficient and advanced status for all students and each

subgroup during the SIG funding period.

SY 2013:
- Increase the percentage of <u>all students</u> who score proficient or advanced on the Tennessee mathematics assessment (TCAP for grades 6-8 and Algebra I and II EOC for grades 9-12) by at least 8% in the 2013-14 school year or until percentage meets or exceeds the state average.
- Increase the percentage of <u>each subgroup</u> (each race/ethnicity, economically disadvantaged, students with disabilities, and Limited English Proficient) who score proficient or advanced on the Tennessee mathematics assessment (TCAP for grades 6-8 and Algebra I and II EOC for grades 9-12) by at least 8% in the 2013-14 school year or until percentage meets or exceeds the state average.

SY 2014:
- Increase the percentage of <u>all students</u> who score proficient or advanced on the Tennessee mathematics assessment (TCAP for grades 6-8 and Algebra I and II EOC for grades 9-12) by at least 8% in the 2014-15 school year or until percentage meets or exceeds the state average.
- Increase the percentage of <u>each subgroup</u> (each race/ethnicity, economically disadvantaged, students with disabilities, and Limited English Proficient) who score proficient or advanced on the Tennessee mathematics assessment (TCAP for grades 6-8 and Algebra I and II EOC for grades 9-12) by at least 8% in the 2014-15 school year or until percentage meets or exceeds the state average.

SY 2015:
- Increase the percentage of <u>all students</u> who score proficient or advanced on the Tennessee mathematics assessment (TCAP for grades 6-8 and Algebra I and II EOC for grades 9-12) by at least 8% in the 2015-16 school year or until percentage meets or exceeds the state average.
- Increase the percentage of <u>each subgroup</u> (each race/ethnicity, economically disadvantaged, students with disabilities, and Limited English Proficient) who score proficient or advanced on the Tennessee mathematics assessment (TCAP for grades 6-8 and Algebra I and II EOC for grades 9-12) by at least 8% in the 2015-16 school year or until percentage meets or exceeds the state average.

The tables below provide annual projections for the percentage of <u>all students</u> and <u>each subgroup</u> who will score proficient or advanced on Mathematics and Algebra End of Course Assessments. CGLA has included an 8% increase for the current school year to demonstrate the minimum expected baseline for the SIG grant funding period.

NOTE: CGLA did not have test takers for the Algebra II exam in the 2011-12 school year and, therefore, has no baseline data to utilize for projected targets. As noted in the goals above, CGLA's goal is to increase at least 8% above the prior year test score baseline for each state standardized test measure. We will utilize 2012-13 test results for all tested areas to establish all SIG baselines for grant reporting and evaluation.

Mathematics % Proficient and Advanced Annual Targets: Grades 6-8					
	Prior SY 2011-12	Current SY Target 2012-13	SY 2013-14	SY 2014-15	SY 2015-16
All Students	11.7	19.7	27.7	35.7	43.7
Grade 6	5.6	13.6	21.6	29.6	37.6
Grade 7	14.6	22.6	30.6	38.6	46.6
Grade 8	13.9	21.9	29.9	37.9	45.9
African American	12.7	20.7	28.7	36.7	44.7
Hispanic	8.4	16.4	24.4	32.4	40.4
White	-	-	-	-	-
Asian	-	-	-	-	-
Hawaiian/Pacific Islander	-	-	-	-	-
Native American	-	-	-	-	-
Hispanic, Black, or Native American	11.8	19.8	27.8	35.8	43.8
Economically Disadvantaged	11.3	19.3	27.3	35.3	43.3
Students with Disabilities	-	-	-	-	-
Limited English Proficient	-	-	-	-	-

(- Not applicable or not available)

Algebra I % Proficient and Advanced Annual Targets: Grades 9-12					
	Prior SY 2011-12	Current SY Target 2012-13	SY 2013-14	SY 2014-15	SY 2015-16
All Students	6.3	14.3	22.3	30.3	38.3

African American	7.7	15.7	23.7	31.7	39.7
Hispanic	-	-	-	-	-
White	-	-	-	-	-
Asian	-	-	-	-	-
Hawaiian/Pacific Islander	-	-	-	-	-
Native American	-	-	-	-	-
Hispanic, Black, or Native American	6.7	14.7	22.7	30.7	38.7
Economically Disadvantaged	<5	13	21	29	37
Students with Disabilities	-	-	-	-	-
Limited English Proficient	-	-	-	-	-

(- Not applicable or not available)

Quarterly Milestone Goals for Mathematics on interim assessments for "all students" group and for each subgroup for (to be updated annually upon renewal of the grant).

Milestone Goals
- There will be at least a 5% gain during each school quarter in the percentage of <u>all students</u> scoring at the proficient and advanced rating in mathematics on the TCAP Practice Coach. (2012-13 TCAP scores will be used for the initial baseline).
- There will be at least a 5% gain during each school quarter in the percentage of <u>each subgroup</u> scoring at the proficient and advanced rating in mathematics on the TCAP Practice Coach. (2012-13 TCAP scores will be used for the initial baseline).
- Students participating in the Cognitive Tutor Program will demonstrate at least a 10% increase in mathematics proficiency after completion of each 8-week session.

Measures and Strategies:
- Student data is tracked on an ongoing basis by teachers, the Dean of Students, and Director to assess student progress in meeting state standards and benchmarks. Weekly data reviews are conducted by the Director and Dean of Students to track progress and to establish clear accountability for student academic success. A variety of formative and summative assessments inform this review: baseline TCAP, Lexia, and Cognitive Tutor assessments, weekly course exams aligned with Standard Performance Indicators (SPIs), 9-week benchmark tests tied to SPIs, Measures of Academic Progress (MAP) assessments conducted quarterly, course grades, TCAP Practice Coach monthly assessments,

Lexia and Cognitive Tutor assessments, and EdOptions progress.
- Teachers are held accountable for knowing their students' data so they can target and differentiate instruction and make appropriate referrals for academic enrichment. Weekly Student Support Team meetings are conducted to review education plans for addressing students at-risk of not achieving proficiency in core subjects. The Literacy Coach and Math Coach will work with Interventionists on data tracking in collaboration with teachers.
- Quarterly benchmark reports will be created for every student to assess progress in meeting proficiency targets (standardized test scores, NWEA Measures of Academic Progress assessments (tied to state standards), course grades, 9-week benchmark tests tied to state objectives and standards, TCAP Practice Coach, credit deficiencies, Cognitive Tutor and Lexia assessments, and EdOptions work. Benchmarks will be set individually for every students and Student Assistance Plans will be created to track and monitor progress in meeting benchmarks. The Dean of Students, Literacy Coach, Math Coach and Interventionists will oversee this process.
- Students identified as not meeting their established quarterly benchmarks will be linked with additional support (one-on-one with an Interventionist, Lexia Reading program, Cognitive Tutor, EdOptions credit recovery, etc.).

Annual Goals for Graduation Rate on State Report Card.

SY 2013: Increase the graduation rate for the 2013-14 school year by at least 8% above the 2012-13 baseline or until the rate exceeds the state average.

SY 2014: Increase the graduation rate for the 2014-15 school year by at least 8% above the 2013-14 baseline or until the rate exceeds the state average.

SY 2015: Increase the graduation rate for the 2015-16 school year by at least 8% above the 2014-15 baseline or until the rate exceeds the state average.

Quarterly Milestone Goals for Graduation Rate on interim assessments for "all students" group and for each subgroup for (to be updated annually upon renewal of the grant).

Measures and Strategies:
- To ensure all students are on track for graduation, CGLA will carefully track every high school student's coursework and progress in achieving required credits to graduate on time. Students who exhibit course deficiencies will be placed into credit recovery and enrichment education programs to ensure they stay on track to graduate.
- To support academic success, which is critical for drop-out prevention and on-time graduation, ongoing formative assessment of student achievement data will take place weekly though core content classes, Teacher Advisories, weekly Student Support Team meetings, and before and after school extended day academic support. The Literacy Coach and Math Coach will work with Interventionists on data tracking

in collaboration with teachers.

- Quarterly benchmark reports will be created for every student to assess progress in meeting academic credit requirements, proficiency targets (standardized test scores, Measures of Academic Progress assessments (tied to state standards), course grades, 9-week benchmark tests tied to state objectives and standards, credit deficiencies, Cognitive Tutor and Lexia assessments, and EdOptions work. Benchmarks will be set individually for every students and Student Assistance Plans will be created to track and monitor progress in meeting benchmarks. The Dean of Students, Literacy Coach, Math Coach and Interventionists will oversee this process.
- Students identified as not meeting their established academic credit needs and quarterly benchmarks will be linked with additional support (one-on-one with an Interventionist, Lexia Reading program, Cognitive Tutor, EdOptions credit recovery, etc.).

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11.)			
*A transformation model is one in which the LEA <u>must</u> implement each of the following strategies to **develop and increase teacher and school leader effectiveness:***			
1. Replace the principal who led the school prior to commencement of the transformation model	The CGLA Governance Board began pre-implementation of the transformation model in July 2012 with the replacement of the entire leadership team. Dr. Elaine Swafford is the current Director at CGLA and Mr. Maryo Beck serves as the Dean of Students. Dr. Swafford conducted several surveys during this pre-implementation and planning process to collect feedback from key stakeholders, including: a School Culture Triage Survey, Professional Learning Community Survey, and School Climate Survey. Teachers, parents, and students also participated in a school survey to assess various measures of the culture and environment. All of this stakeholder input has been critical to the design of CGLA's SIG grant. In the first six months of the current school year, there is already a noticeable difference in the academic and professional culture of CGLA: teachers have improved instructional planning and collaborations; a renewed focus on ongoing data analysis has been instituted with the addition of a Data Room that puts data front and center for teaching and learning in the building; and students are showing strong gains in academic proficiency on MAP and other	**July 2012:** New director appointed **July 2012 to January 2013:** New Director conducts schoolwide assessment of instructional practice, achievement, teacher performance, etc. to inform SIG **February 2013:** Finalized plan and design of SIG program in concert with HCDE and all stakeholders	CGLA Governance Board CGLA Leadership Team: Dr. Elaine Swafford, CGLA Director; Mr. Maryo Beck, Dean of Students; and Annette Adams, Operations Manager CGLA Leadership Team: Dr. Elaine Swafford, CGLA Director; Mr. Maryo Beck, Dean of Students; and Annette Adams, Operations Manager; Preston Gonter, HCDE Director of Federal Programs; and Linda Darden, HCDE SIG Coordinator.

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	assessments. However, despite these early successes, funding to support a comprehensive professional development program and intensive academic support for students is essential to raise achievement levels for our at-risk students.		
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates b. Are designed and developed with teacher and principal involvement	CGLA implements the state's new Tennessee Educator Acceleration Model (TEAM), which is guided by state law requiring the teacher evaluation process to include both quantitative and qualitative data. The new evaluation model requires a minimum of 50% of the teacher evaluation be tied directly to student achievement data, of which 35% is derived from the teacher effect data or Tennessee Value-Added Assessment System (TVAAS). TVAAS identifies the impact a teacher has on student growth annually. TVAAS data is available for all teachers who instruct students in a grade level that is assessed by the Tennessee Comprehensive Assessment Program (TCAP). When a teacher does not have TVAAS data, the schoolwide TVAAS data is the current metric to be used. The remaining 50% of the evaluation process is based on observation and other metrics selected by the teacher in conjunction with the principal. CGLA conducts at least 6 observations of each teacher annually (at least 8 observations for new teachers). Additional observations are scheduled to monitor teachers who are not meeting performance evaluation standards. The new state evaluation process is the result of a year-long collaboration which engaged multiple stakeholders	**Ongoing implementation throughout school year**	Dr. Elaine Swafford, CGLA Director Mr. Maryo Beck, Dean of Students Literacy Coach and Math Coach

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	including LEA and school practitioners. CGLA will use the teachers' evaluation results as well as a rigorous annual review and goal-setting process to evaluate each teacher and to inform decisions on rehiring for future school years.		
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so	To support CGLA's reform efforts related to hiring and retaining highly qualified teachers, CGLA currently offers teacher salaries $2,900 above the typical pay scale for the district. Beginning in the 2013-14 school year, CGLA will offer a $2,500 additional incentive to teachers who receive TVASS scores of Level 4 or 5; have high percentage of students scoring proficient and advanced in core subjects; and maintain a 95% attendance rate. Teachers must also commit to returning for the next school year to receive the full incentive bonus (if not the bonus will be reduced by half). Funds are budgeted to cover 8 teacher incentives; CGLA will cover the cost of additional incentives (as needed) using local funds raised through external grants and other fundraising sources. NOTE: CGLA is not eligible to participate in the Teacher Incentive Fund program and, therefore, is requesting SIG funding to implement this reform strategy.	**February 2013:** Teacher restructuring and new performance-based model announced **February-March 2013:** Teacher recruitment throughout region at recruitment fairs and events **March-April 2013:** Rehiring and hiring process (candidate interviews, model classroom instruction, contract offers) **August 2013-May 2014:** Ongoing TEAM evaluation and	CGLA Leadership Team: Dr. Elaine Swafford, CGLA Director; Mr. Maryo Beck, Dean of Students; and Annette Adams, Operations Manager CGLA Leadership Team: Dr. Elaine Swafford, CGLA Director; Mr. Maryo Beck, Dean of Students; and Annette Adams, Operations Manager

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
		assessment of performance; Bonuses received end of year based on TVASS results	
4. Provide staff with ongoing, high-quality, job-embedded professional development (*e.g.*, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	CGLA's Professional Development Plan includes on-site workshops, coaching, and modeling by external providers; coaching and modeling by the Literacy and Math Coach; vertical teaming and professional learning communities (PLCs) supported by 2 half-day PD days each month (held during the school day) and weekly shared planning among grade level and core curriculum teachers. Every CGLA teacher will participate in at least 120 hours of professional development annually. In addition, every CGLA teacher will participate in a 2-week Professional Development Institute in July 2013 (annually thereafter) to prepare to implement CGLA's comprehensive instructional plan during the 2013-14 school year. The PD Institute will include joint sessions including all teachers and covering instructional topics impacting the entire school (such as understanding and using data in the classroom; differentiated instruction; curricula alignment; Ruby Payne: Understanding the Framework of Poverty; Understanding by Design; Teachers as Leaders; etc.). The Institute will be held Monday-Thursday from 9AM-1PM. New teachers (less than 3 years of experience) will participate in an additional 2 hours of training each day on strategies specific to the needs of new teachers (i.e. classroom	**July 2013:** Summer Professional Development Institute **August 2013-May2014:** Ongoing job embedded PD supported by Coaches; half-day sessions twice per month; weekly shared planning sessions	Dr. Elaine Swafford, CGLA Director and Mr. Maryo Beck (overall oversight) Literacy Coach Math Coach Teacher's College Consultants Teachers Development Group Consultants

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	management, organization, lesson planning, curricula alignment, etc.). CGLA has selected two external providers to support a comprehensive, job-embedded professional development program: **Teacher's College: The Reading & Writing Project (Literacy)**: All teachers, key administrators, and curriculum coaches will receive training focused on reading, writing, and content area literacy to support CGLA's school wide Literacy Across the Curriculum program. Teacher's College (Columbia, NY) will provide 10 days of on-site training and follow-up support to include: leading demonstration teaching within classrooms to model effective practice; coaching teachers engaged in reading and writing instruction (providing feedback and next-step goals); helping teachers use and learn from systems of assessment; integrating literacy instruction (reading and writing) across all content areas; providing support for upcoming units of study in reading and writing; and helping teachers support students with particular needs. **Teachers Development Group (Mathematics)**: Teachers Development Group will provide ongoing, high-quality, job-embedded professional development regarding: rigorous mathematics for all learners, research-based mathematics-specific pedagogy, instruction that reflects a deep understanding of the		

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	community served and is differentiated and aligned with CGLA's instructional program to significantly improve student achievement. Support will include a 4-day seminar in Summer 2013, 2014, and 2015 focused on "Best Practices in Teaching Mathematics: How Math Teaching Matters", "Best Practices in Teaching Mathematics: Mathematically Productive Student Collaboration", and "Mathematical Knowledge for Teaching: Mathematical Reasoning"; five 3-day Mathematics Learning Laboratories (MLL), which is a coaching and mentoring model that provides structured opportunities for teachers to plan for, try out, and reflect about new teaching strategies. The CGLA Director and other school leaders will also participate in MLL activities to learn strategies for supporting teachers. In Years 2 and 3, teacher leaders will be identified and mentored so they can learn to facilitate MLL activities to support long-term sustainability of the instructional strategies.		
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school	To support CGLA's reform efforts related to hiring and retaining highly qualified teachers, CGLA currently offers teacher salaries $2,900 above the typical pay scale for the district. Beginning in the 2013-14 school year, CGLA will offer a $2,500 additional incentive to teachers who receive TVASS scores of Level 4 or 5; have high percentage of students scoring proficient and advanced in core subjects; and maintain a 95% attendance rate. Teachers must also commit to returning	**February 2013:** Teacher restructuring and new performance-based model announced **March-April 2013:** Rehiring and hiring process (candidate	CGLA Leadership Team: Dr. Elaine Swafford, CGLA Director; Mr. Maryo Beck, Dean of Students; and Annette Adams, Operations Manager

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	for the next school year to receive the full incentive bonus (if not the bonus will be reduced by half). Funds are budgeted to cover 8 teacher incentives; CGLA will cover the cost of additional incentives (as needed) using local funds raised through external grants and other fundraising sources. NOTE: CGLA is not eligible to participate in the Teacher Incentive Fund program and, therefore, is requesting SIG funding to implement this reform strategy.	interviews, model classroom instruction, contract offers) **August 2013-May 2014:** Ongoing TEAM evaluation and assessment of performance; Bonuses received end of year based on TVASS results	
A transformation model is one which the LEA __must__ implement each of the following comprehensive instructional reform strategies.			
6. Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards	Our teachers implement data-driven, differentiated instruction to address individual learning needs of <u>all students</u>. We use multiple assessment measures to track students on a weekly basis to assess where every student is in meeting proficiency levels using: classroom assessments; Cognitive Tutor, Lexia, and MAP assessments; and teacher feedback. This data is analyzed immediately to allow for re-teaching opportunities of state standards. This provides our Director, Dean of Students, teachers, and guidance staff with ongoing, formative assessment of students' academic progress. All of our online assessment programs offer comprehensive, standards-based assessments to provide immediate feedback so teachers can adjust instructional focus. With the ability to disaggregate test data by gender, ethnicity, socioeconomic status, and other	**July 2013:** Summer Professional Development Institute **August 2013-May2014:** Ongoing job embedded PD supported by Coaches; half-day sessions twice per month; weekly shared planning sessions – focused on using data, differentiated instruction and other key needs.	Dr. Elaine Swafford, CGLA Director and Mr. Maryo Beck (overall oversight) Literacy Coach Math Coach Interventionists Teacher's College Consultants Teachers Development Group Consultants

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	categories, teachers and staff can carefully track and narrow the achievement gaps currently plaguing low-income and minority students in our school. All courses will be on a <u>curriculum pacing guide</u> to help teachers assess student progress. Unit tests and EOC exams will provide regular opportunities for teachers to assess student deficiencies. In addition, each CGLA uses nine-week benchmark tests for core courses (aligned with state curriculum standards and course pacing guides) as another measure of student performance. Cognitive Tutor, Lexia Reading, and EdOptions will allow teachers to provide supplemental instruction and credit recovery to students with academic deficiencies. Teachers will review data on an ongoing basis during shared planning periods (grade level and vertical teaming), as well as through half-day professional development days held each month.	Interventionists work with students with identified needs.	
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	As outlined in our response to question #6, CGLA will implement ongoing, data-driven instruction to inform and differentiate instruction. Students are monitored through weekly advisories and CGLA's Student Support Team, which meets weekly to identify and monitor students who are at-risk due to academic performance, attendance or behavior issues, or other issues affecting their academic progress. The team reviews standardized test scores, Measures of Academic Progress assessments (tied to state standards), course grades, credit	**July 2013:** Summer Professional Development Institute **August 2013-May2014:** Ongoing job embedded PD supported by Coaches; half-day sessions twice per month;	Dr. Elaine Swafford, CGLA Director and Mr. Maryo Beck (overall oversight) Literacy Coach Math Coach Interventionists Teacher's College Consultants Teachers Development

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	deficiencies, and attendance/behavior reports. Team members include the CGLA Director, Dean of Students, College Counselor, and Teacher Advisors. The team develops Student Assistance Plans to identify necessary supports and interventions and monitors plans weekly to track students' progress. Instruction is modified and adjusted in the classroom and in academic support programs offered during extended learning time.	weekly shared planning sessions – focused on using data, differentiated instruction and other key needs. Interventionists work with students with identified needs.	Group Consultants
*A transformation model is one which the LEA __must__ implement each of the following strategies to **increase learning time and create community oriented schools.**			
8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.	As a component of its charter school model, CGLA has operated with an extended day schedule (8 hour school day) since opening in 2009. With SIG funding, CGLA will provide a total of 584 additional hours (35,040 minutes) of increased learning time starting in the 2013-14 school year. This increased time aligns with all three required components outlined by the U.S. Department of Education and includes: • 180 additional hours (10,800 minutes) of increased learning time available to all students during the school day via one hour of before school tutoring and academic enrichment and a one hour extended day providing focused academic support to address deficiencies and provide academic enrichment and homework help in all subjects. • 90 additional hours (5,400 minutes) of tutoring and academic support during focus study	**July 2013-June 2014:** Extended learning time opportunities provided based on schedule defined in Action Step	CGLA Leadership Team: Dr. Elaine Swafford, CGLA Director; Mr. Maryo Beck, Dean of Students; and Annette Adams, Operations Manager Teachers Interventionists Instructional Assistants

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	periods ("skinnies") held for 30 minutes daily for all students. • 90 additional hours (5,400 minutes) of tutoring, academic support, and college/career prep during a 30 minute Advisory Period held daily for all students. • 40 additional hours (2,400 minutes) of increased learning time for students during Saturday academic enrichment and remediation sessions. • 80 additional hours (4,800 minutes) of increased learning time for students during a Summer Academy providing academic enrichment and remediation. • At least 104 additional hours (6,240 minutes) for teachers to collaborate, plan, and engage in professional development within and across grades and subjects via half-day professional development sessions held twice per month and a 2-week Summer PD Institute. In addition to this increased time, teachers have common planning periods weekly to maintain ongoing collaboration. The table below provides a comparison of the total contact hours and minutes of learning time during the current school year and the increased learning time that will be available to all students beginning in the 2013-14 school year.		

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	CGLA Increased Learning Time for All Students		

	2012-13	2013-14	Increase
School Year Extended Day	1,440 hours (86,400 min.)	1,620 hours (97,200 min.)	180 hours (10,800 min.)
Focus Study (skinnies)	0 hours (0 minutes)	90 hours (5,400 min.)	90 hours (5,400 min.)
Advisory Period	0 hours (0 minutes)	90 hours (5,400 min.)	90 hours (5,400 min.)
Saturday	40 hours (2,400 min.)	80 hours (4,800 min.)	40 hours (2,400 min.)
December	32 hours (1,920 min.)	32 hours (1,920 min.)	0 hours (0 min.)
Summer	0 hours (0 minutes)	80 hours (4,800 min.)	80 hours (4,800 min.)
Summer PD Institute	0 hours (0 minutes)	32 hours (1,920 min.)	32 hours (1,920 min.)
Half-day PD Sessions	0 hours (0 minutes)	72 hours (4,320 min.)	72 hours (4,320 min.)
TOTAL	**1,512 hours (90,720 min.)**	**2,096 hours (125,760 min.)**	**584 hours (35,040 min.)**

As noted in the table above, CGLA will provide a significant increase in learning time for all students during the 2013-14 school year. When compared to a typical HCDE school (which operates on a 7-hour school day), CGLA will provide an additional 360 hours

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	of extended learning during the school day beyond what is offered at a traditional school. CGLA will implement several research-based intervention strategies to increase learning time for students, including: **School Year**: CGLA will offer extended learning available to all students <u>Monday-Friday</u> during regular school day operations: • Before school (7:30-8:30 AM) • After school (3:30-4:30 PM). Every CGLA teacher is on contract through 4:30PM and will lead enrichment and academic support to individualize instruction to address student academic needs. CGLA's afternoon buses will run at 4:30, which will ensure all students have access to this extended hour which will focus on their most critical needs. **Focus Study (a.k.a. "skinnies")**: CGLA will offer 30 minute "focus study" periods every school day for every study to provide increased time tutoring and enrichment to address student deficiencies. • Monday-Friday, 30 minutes daily (Academic Block 1: Mondays and Fridays; Academic Block 2: Tuesdays; Academic Block 3: Wednesdays; and Academic Block 4: Thursdays)		

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	Advisory Period: CGLA will add a daily 30 minute Advisory period to foster positive adult-student relationships and to provide further time to monitor student academic needs and progress. This advisory period will provide academic enrichment and remediation, study time, college guidance curriculum, and career explorations. Teacher Advisors will maintain individualized plans for each student to support academic needs during the advisory period. • Monday-Friday, 30 minutes daily, held before or after assigned lunch period **Saturday Academy:** Students identified as at-risk can attend a Saturday Academy, which will be supported by 4 teachers who will provide individual and group instruction. • Two Saturdays/month during the school year • 4 hours/Saturday **December Academy**: A December Academy will be offered to provide individual and group instruction during an 8-day academic remediation & enrichment program. • Held 8 days over the winter holiday break, 8:00 AM – Noon **Summer Academy**: Teachers will receive extended contracts to support expanded learning during a 5-week Summer Academy (June-July 2013) serving 175 students, offering academic remediation in core courses,		

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	credit recovery, and enrichment. Four certified teachers and 6 educational assistants will support the Academy. Teachers will provide individual and group instruction and work one-on-one with students using EdOptions, online credit recovery via the virtual school, etc. • 4 days/week over 5 weeks • 8:00 AM-Noon **Summer Professional Development Institute**: Teachers will participate in a new 2-week summer professional development institute to provide time for collaboration, planning and curriculum design, and data analysis and planning for incoming students. • 4 days/week over 2 weeks each July • 4 hours/day (with additional 2 hours/day for new teachers) **Half-Day Professional Development Sessions**: To support teacher collaboration and vertical and horizontal planning, half-day professional development sessions will be held twice per month. • 2 days each month throughout school year (18 total days) • 4 hours/day		
9. Provide ongoing mechanisms for family and community engagement	CGLA seeks to partner with parents to support achievement among students, and the school offers numerous pathways for parents to engage with the school. Parents are required to attend an annual parent orientation held at the beginning of each school year,	August 2013-June 2014	Dr. Elaine Swafford, CGLA Director Tomekia Wright, CGLA Family Partnership

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	which outlines volunteer responsibilities (16 hours required for each parents); 2 student led conferences during the school year; and an end-of-year parent meeting. Parents are also invited to monthly workshops covering literacy and college preparation topics, such as completing college applications and FAFSA, and Literacy and Math Nights. A parent representative also serves on the CGLA Governance Board. Parent engagement and positive regard is one of CGLA's key assets, and an important element in our strong potential for transformational school change. In addition, CGLA works with several partners to support students, including the UTC GEAR UP and DREAMWork programs, Chattanooga State, Mustang Leadership Partners, and others outlined in our needs analysis. Below is a brief overview of the impact of some of our key partners providing academic enrichment: **GEAR UP** provides tutoring and academic support for a cohort of middle school students. Tutors provide a total of 20 hours of one-on-one tutoring each week during school and afterschool. **Chattanooga State** provides tutors to work with students during school and after school. Each week, Chattanooga State tutors provide approximately 40 hours of one-on-one tutoring. **Mustang Leadership Partners** provides		Specialist

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	approximately 10 hours of STEM academic enrichment each month for a group of 16 middle and high school students. Additional weekend sessions and travel opportunities add to the MLP experience.		
*A transformation model is one which the LEA __must__ implement each of the following strategies to **provide operational flexibility and sustained support.***			
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	As a charter school, CGLA is afforded greater operational flexibility and autonomy than a traditional public school, which allows CGLA to meet the SIG grant requirements. Under the management oversight of the CGLA Governance Board, the CGLA Director has full authority to implement new hiring practices, policies impacting teacher assignment and the instructional program, and extended school days and modified schedules to meet the academic needs of students. Reporting directly to the CGLA Governance Board, the School Director is held accountable for the oversight of all school administrative functions, including human resources management; compliance with local, state, and federal regulations and reporting requirements; facilities, enrollment and financial management; and student performance and assessment. The Director is responsible for overseeing day to day implementation of all policies, procedures and practices mandated by the Governance Board. Utilizing this flexibility, the Director has constituted a complete rehiring process for the 2013-14 school year and will only hire teachers with a Level 3 or above	Ongoing	CGLA Governance Board provides authority for flexibility

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	TVASS scores (with preference for TVASS Level 4 or 5), among many other requirements outlined earlier in this application (such as commitment to 2-week PD Institute, commitment to completing 120 hours of PD annually, 95% attendance rate, etc.).		
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	CGLA will receive grant management and technical support from HCDE's Federal Programs office as well as the CGLA Governance Board. CGLA will create a Steering Committee to monitor progress and technical assistance needs and to oversee school-level implementation. This team will be comprised of HCDE administrators, CGLA administrators, staff, teachers, and board member representatives who will ensure the successful implementation and ongoing monitoring of the grant. This Committee will meet at least twice/month to discuss implementation of SIG strategies, student academic growth and needs, teacher professional development progress and needs, and aligning of other resources to support SIG reforms. Key members of this team have also been the key stakeholders charged with designing CGLA's SIG grant	Ongoing throughout grant	CGLA Director CGLA Governance Board HCDE Director of Federal Programs HCDE SIG Coordinator

Permissible Strategies for the Implementation of the Transformation Model

*A transformation model is one which the LEA **may** implement any of the following required strategies to:*
(Strategies #12-26 are not required.)
- *Develop and increase teacher and school leader effectiveness*
Provide comprehensive instructional reform strategies
  - *Increase learning time and create community oriented schools*
  - *Provide operational flexibility and sustained support.*

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12. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school	To support CGLA's reform efforts related to hiring and retaining highly qualified teachers, CGLA currently offers teacher salaries $2,900 above the typical pay scale for the district. Beginning in the 2013-14 school year, CGLA will offer a $2,500 additional incentive to teachers who receive TVASS scores of Level 4 or 5; have high percentage of students scoring proficient and advanced in core subjects; and maintain a 95% attendance rate. Teachers must also commit to returning for the next school year to receive the full incentive bonus (if not the bonus will be reduced by half). Funds are budgeted to cover 8 teacher incentives; CGLA will cover the cost of additional incentives (as needed) using local funds raised through external grants and other fundraising sources. NOTE: CGLA is not eligible to participate in the Teacher Incentive Fund program and, therefore, is requesting SIG funding to implement this reform strategy.	**February 2013:** Teacher restructuring and new performance-based model announced **March-April 2013:** Rehiring and hiring process (candidate interviews, model classroom instruction, contract offers) **August 2013-May 2014:** Ongoing TEAM evaluation and assessment of performance; Bonuses received end of year based on TVASS results	CGLA Leadership Team: Dr. Elaine Swafford, CGLA Director; Mr. Maryo Beck, Dean of Students; and Annette Adams, Operations Manager
13. Instituting a system for measuring changes in instructional practices resulting from professional development	Every CGLA teacher must commit to participating in ongoing professional development, which includes a required 2-week Professional Development Institute each summer to allow teachers to work on vertical and grade level teams to align curricula and prepare for the upcoming school year. Teachers must be committed to becoming an active participate in CGLA's Professional Learning Community and instructional reform efforts	Ongoing throughout implementation	Dr. Elaine Swafford, CGLA Director Mr. Maryo Beck, Dean of Students Literacy Coach and Math Coach

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	that will demand more time than a traditional school setting. Teachers will be evaluated regularly through review of student academic data (as collected on benchmark assessments, such as Measures of Academic Progress (MAP) data collected quarterly, EdOptions assessments, Lexia Reading program assessments, TCAP data, classroom performance, 9-week benchmark tests aligned with state objectives and standards, etc.) and through classroom observations using the state's TEAM teacher evaluation instruments. CGLA teachers will be expected to show student achievement growth through quarterly benchmark results and must score at a level 3 or above on TVASS each year. CGLA's goal is to **retain a highly effective teaching staff on an annual basis, as measured by the TEAM evaluation system.** - All teachers will be evaluated annually - All teachers will be required to have an annual professional growth plan - All teachers will be required to engage in on-going professional collaboration to promote continuous teaching and learning (at least 120 hours annually) - All teachers will be required to use data driven decisions to inform instruction and monitor progress - All teachers will be required to maintain an annual overall effectiveness score of 3 or above - Teachers with composite scores of 3, 4 or 5 will		

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	receive a satisfactory evaluation and continued employment • Teachers who fail to maintain a composite of 3,4 or 5 will receive an unsatisfactory evaluation and will be dismissed.		
14. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	As a public charter school, CGLA has complete autonomy regarding hiring practices and does not have to abide by LEA assignments.	N/A	N/A
15. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective	CGLA's comprehensive instructional plan and fidelity of implementation will be monitored through the use of the TEAM evaluation system, regular classroom observations, and student achievement benchmark results. A Literacy Coach and Math Coach will lead efforts in monitoring and supporting fidelity of instruction throughout the school year. **Literacy Coach**: A full-time Literacy Coach will be (hired via the LEA/Federal Programs) to plan, lead, and facilitate ongoing job-embedded professional development based on the school wide Literacy Plan, student performance data, and teacher needs. The Literacy Coach will coordinate all professional development activities with Teacher's College (to be held throughout the year with multiple on-site visits); work with all teachers on coaching, modeling, and supporting literacy across the curriculum; review and	July 2013 and ongoing throughout school year	CGLA Director CGLA Dean of Students Literacy Coach Math Coach External Providers (Teachers College and Teachers Development Group)

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	assessment of individual student achievement data; coordinate PLCs (shared planning and vertical and grade level teaming); assist with the year-long book study; and work with teachers and the Literacy Interventionist to implement interventions for students reading below grade level. **Math Coach:** A full-time Math Coach will be hired (via LEA/Federal Programs) to plan, lead, and facilitate ongoing job-embedded professional development based on the Teachers Development Group model and strategies, student performance data, and teacher needs. The Math Coach will coordinate all professional development activities with Teachers Development Group (to be held throughout the year with multiple on-site visits); work with all teachers on coaching, modeling, and supporting effective and differentiated math instruction; review and assessment of individual student achievement data; coordinate PLCs (shared planning and vertical and grade level teaming); and work with teachers and the Math Interventionist to implement interventions for students who are not proficient in math.		
16. Implementing a school wide "response-to-intervention" model	As outlined throughout our application, CGLA will implement ongoing, data-driven instruction to inform and differentiate instruction and identify students who	Ongoing throughout grant	CGLA Director CGLA Dean of Students Literacy Coach

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	are at risk. Students are monitored through weekly advisories and CGLA's Student Support Team, which meets weekly to identify and monitor girls who are at-risk due to academic performance, attendance or behavior issues, or other issues affecting their academic progress. The team reviews standardized test scores, Measures of Academic Progress assessments (tied to state standards), course grades, 9-week benchmark tests aligned with state objectives and standards, course progress monitoring (weekly via PowerSchool), credit deficiencies, and attendance/behavior reports. Team members include the CGLA Director, Dean of Students, College Counselor, and Teacher Advisors. The team develops Student Assistance Plans to identify necessary supports and interventions and monitors plans weekly to track students' progress. Instruction is modified and adjusted in the classroom and in academic support programs offered during extended learning time.		Math Coach Interventionists Teachers
17. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content	All of our professional development activities described throughout the application will be conducive to supporting the needs of all learners, including students with disabilities, in the least restrictive environment. Technology used in the classroom and in enrichment and academic remediation work will be altered as needed to meet the learning needs of students with disabilities. In addition, CGLA has two Exceptional Education teachers on staff who create and monitor Individual Education Plans for students with disabilities. These staff will undergo targeted professional	July 2013 and ongoing throughout school year	CGLA Director CGLA Dean of Students Literacy Coach Math Coach Interventionists External Providers (Teachers College and Teachers Development Group)

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	development to enhance their support of these students.		
18. Using and integrating technology-based supports and interventions as part of the instructional program	CGLA currently integrates technology into every class through the use of laptops, which are housed on transportable carts that can be checked out by teachers to support instruction. Each department has a dedicated cart, but teachers have reported an ongoing challenge in having these laptops available to support instruction, since CGLA's student body and instructional staff have continued to grow. CGLA also has as its goal to have a Promethean Board in every core content area classroom, and approximately 80% of classrooms are currently equipped with Promethean Boards. We also have a computer lab dedicated for math remediation and enrichment, which will also be used for reading remediation when we launch our Lexia Reading program in spring 2013. To address instructional technology deficiencies, CGLA is requesting SIG funds to purchase additional laptops and Promethean Boards.	Ongoing	Literacy Coach Math Coach Caleb Bagbey, Technology Instructor
19. In secondary schools-- (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or	CGLA embraces a school-wide "culture of achievement" philosophy, which focuses on challenging students to push themselves to achieve academically and serve as leaders in their school and community. Leadership and life skills development are woven throughout our STEM-focused curriculum and provide essential skills for students to complete high school and succeed in college. Students will have access to several programs to improve rigor and relevance, as well as improve graduation rates and college success.	Ongoing	CGLA Leadership Team: CGLA Director, Dean of Students, and Operations Manager Jennifer Fox, CGLA College Counselor Tomekia Wright, CGLA Family Partnership

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thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework (b) Improving student transition from middle to high school through summer transition programs or freshman academies (c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate	**STEM-Focused Curriculum**: CGLA's STEM-focused curriculum provides a unique and innovative educational pathway for our students, showcasing the relevance of academics to future career opportunities. Students are exposed to real-world learning expeditions at least every other month that link to the STEM theme of the school and to provide interactions with female and minority STEM professionals. **College Readiness and Financial Aid Support**: CGLA will offer college readiness workshops focused on a variety of college readiness topics, such as: Credit Recovery; Preparation for the ACT/SAT; Internships and Mentorship Opportunities; and College Readiness Skills (i.e. time management, study skills, test taking, navigating enrollment/class registration processes, and strategies for success on a college campus, etc.). Having workshops available in these areas is essential to ensure CGLA's students are prepared for the rigors of college and transition to the college environment. **Family Engagement**: College access is impacted on multiple levels, and family members play a critical role in their children's college-going behavior. Our families need focused, ongoing support to help them understand and navigate the college application and financial aid processes. Our Family Partnership Specialist will lead efforts to build family partnerships and a culture of		Specialist Interventionists and Teachers (remediation and credit recovery support)

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	achievement that extends to home. **Internship and Mentorship Opportunities**: CGLA launched an internship and mentorship program in 2012-13 for eleventh and twelfth grade students to provide work-related STEM career experiences with local business and university partners (such as TVA, Alstom, Electric Power Board, and the University of Tennessee at Chattanooga). This program will continue and be expanded in 2013-14 and future academic years. **College Tours and Expeditionary Learning Experiences**: CGLA offers college tours and expeditionary learning experiences that impact every student each year. Students will have the opportunity to participate in at least 6 experiences each year, including college tours to regional universities with strong STEM programs. **Academic Remediation and Credit Recovery**: As detailed throughout the application, CGLA will offer multiple avenues for students to receive academic remediation, enrichment, and credit recovery, including before school, extended school day learning, Saturday Academy, December Academy, and Summer Academy. CGLA offers students an opportunity to recover course credits via EdOptions, a research-based online credit recovery program that is aligned with state content standards. CGLA will also begin using the online Virtual School. Students can access the program		

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	before/after school in the Computer Lab, Library and Media Center, during Teacher Advisory periods, or at home or another location. CGLA teachers provide guided support to students who are completing credit recovery. Our experience shows that students need flexible options for credit recovery and have better outcomes with individualized support. Most students are unable to access the program outside of school due to no computer or internet access at home.		
20. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	CGLA feels strongly about its role as a true community partner serving the needs of students, parents, and the surrounding community. CGLA has already established several partnerships to support its students and families and will continue to build upon these partnerships under the new leadership of Dr. Swafford. Examples of community partners include: • The Tennessee Aquarium offers tours and hands-on STEM experiences focused on conservation and the environment. • Creative Discovery Museum staff work with CGLA eleventh grade students to prepare lesson plans taught to third grade students at a local inner-city elementary school. • The Girl Scouts of the Southern Appalachians host an afterschool program providing leadership development and mentorship support. • The Cleveland Clinic partners with CGLA to	Ongoing throughout implementation	CGLA Director CGLA Family Partnership Specialist

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	provide educational webinars for classes and offers speakers. • The <u>SunTrust Youth Bank</u> at CGLA—the first in Hamilton County—provides career experience and financial literacy education. • <u>Mustang Leadership Partners</u> is an innovative Saturday program providing equestrian training and hands-on STEM experiences for small groups of CGLA students.		
21. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff	CGLA will restructure its school day for the 2013-14 school year to use an 85 minute block schedule. This block schedule will allow time for 30 minute "focus study" periods each day to focus academic support to address student deficiencies and allow students to receive personalized instruction from CGLA teachers. This new schedule will be implemented in order to provide more focused and intensive work in each core class and to accommodate the daily "focus study" periods (also known as "skinnies"). During focus study periods, students will receive individual assistance based on their need, and students will also receive additional work on prerequisite skills previously taught. CGLA values the importance of connecting girls with caring, adult role models and will offer a 30 minute Teacher Advisory period every day to foster positive adult-student relationships. This advisory period provides time for college guidance curriculum, career explorations, study time, and academic remediation and enrichment. Teacher Advisors maintain individualized	August 2013-May 2014, ongoing	CGLA Director CGLA Dean of Students CGLA Operations Manager

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	plans for each student to support academic needs during the advisory period. Teachers in all subject areas will provide additional support for students during the Academic Enrichment and Expanding Learning periods from 7:30-8:30 AM and 3:30-4:30 PM each school day (Monday-Friday) (120 minutes of additional academic instruction and enrichment open to every student each day – or a total of 600 minutes each week). Students will receive individualized help from teachers and tutors on class work, projects and homework. CGLA's afternoon buses will run at 4:30 PM Monday through Friday at the conclusion of this extended day.		
22. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	CGLA fosters among students a range of academic behaviors to ensure that students develop the self-awareness, self-monitoring, and self-control necessary for college success. Strategies to support the development of these skills will be integrated throughout the curriculum; embedded in extended learning activities; reinforced in the code of conduct, disciplinary strategies, and restorative justice practices; and modeled in school structures and processes.	Ongoing throughout implementation	CGLA Director CGLA Dean of Students CGLA Operations Manager
23. Expanding the school program to offer full-day kindergarten or pre-kindergarten	Not applicable.	N/A	N/A
24. Allowing the school to be run under a new governance arrangement, such as a turnaround	As a public charter school, CGLA operates under the Tennessee Charter School law and governing structure	N/A	CGLA Governance Board

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division within the LEA or SEA	and maintains autonomy in operations and management.		
25. Implementing a per-pupil school-based budget formula that is weighted based on student needs	CGLA was founded with the intention of providing a small learning community for at-risk girls. The established teacher to student ratio is 1:15. Additionally, students receive individualized support in smaller advisory periods and enrichment sessions.	Ongoing	CGLA Director CGLA Governance Board

Pre-Implementation Activities:
Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school. Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.

As outlined throughout the application, CGLA will begin implementing SIG strategies as soon as funding is received in order to accelerate our transformation model and improve student proficiency and achievement. Below are the key areas that will be supported through pre-implementation activities:

Staffing: CGLA will recruit and hire the full-time Literacy Coach and Math Coach (via funding assistance from LEA/Federal Programs) and two part-time Interventionists by May 2013. These positions will support planning strategies to prepare for implementing several SIG strategies, including: the Summer Academy for CGLA students performing below proficiency in core content areas, students who need to recover credits, and for all incoming 6th graders to raise reading levels prior to the start of middle school; a comprehensive Professional Development Plan for summer 2013 and the 2013-14 school year; and curriculum mapping and instructional planning to ensure CGLA's curriculum is rigorous and aligned with Common Core Standards. Pre-implementation costs include salary for the Coaches and Interventionists.

Instructional Programs: CGLA will offer a five-week Summer Academy from June-July 2013 for 175 students, which will provide academic remediation in core content areas for all grades 6-12 students who are below proficiency, offer credit recovery to ensure students can stay on track to graduate, and provide reading remediation and acceleration for all incoming 6th graders to raise reading levels prior to the start of middle school. Pre-implementation costs include extended contracts for four teachers and funding for six part-time instructional assistants to provide instruction and guided, one-on-one support for students. As well as round-trip transportation to ensure every student in need can participate in the Academy.

Professional Development and Support: Every CGLA teacher will participate in a 2-week Professional Development Institute in July 2013 to prepare to

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implement CGLA's comprehensive instructional plan during the 2013-14 school year. The PD Institute will include joint sessions including all teachers and covering instructional topics impacting the entire school (such as understanding and using data in the classroom; differentiated instruction; curricula alignment; Ruby Payne: Understanding the Framework of Poverty; Understanding by Design; Teachers as Leaders; etc.). The Institute will be held Monday-Thursday from 9AM-1PM. New teachers (less than 3 years of experience) will participate in an additional 2 hours of training each day on strategies specific to the needs of new teachers (i.e. classroom management, organization, lesson planning, curricula alignment, etc.). Pre-implementation costs for the PD Institute include stipends for teachers, consultant fees, and professional development resources and materials.			